CHILD STUDY

A QUARTERLY JOURNAL of PARENT EDUCATION

WINTER 1948-49

CONTENTS

	Page
Editorial	2
Hate in Fancy Clothes A Digest by Harriet Eager Davis of a lecture by Jule Eisenbud, M.D.	3
Books and Children's Emotions Josette Frank	5
The Meaning and Management of Aggression in Children Staff of the Child Study Association of America	7
The Problem of Jane A Case Record	9
Films for Parents	11
New Books for Children Suggestions for Christmas Giving	13
On the Air	19
Suggestions for Study Groups	20
Report from London	24
The Editors' Mail	27
Book Review	31
News and Notes	31

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HEADLINES

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The Child Study Association of America has moved to new headquarters. Despite the difficulties of pulling up stakes after twenty years of comfortable residence on 57th Street, of settling into another home under present labor difficulties, and the effort of continuing to carry on work under upset conditions, the transfer has been most rewarding. Our staff is already functioning in our new quarters and soon after the first of the new year, we shall be sufficiently established to resume "work as usual."

The present offices occupy a five-story house in a pleasant residential section of New York City. They will be, when fully arranged, the most attractive home Child Study Association has ever had. There are charming rooms for informal meetings, individual offices for counseling interviews and a pleasant sense of home especially appropriate to our organization. We feel that our usefulness to our members will now be greater than ever before in our history.

Our new address is 132 East Seventy-fourth Street, New York 21, N. Y.

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This coming year of 1949 marks the sixtieth anniversary year of the Association. Our Annual Conference next March will celebrate the anniversary.

Two-Way Education

Parenthood, when fully accepted, is perhaps the most sobering and maturing experience which falls to the human lot. Up to the birth of their first child, young people may still indulge in the luxury of vague idealism, clever cliché sophistications and childish evasion of social responsibility. Some, even when confronted with parenthood, never move ahead from this immature phase; often enough potentially good parents are thrown into a sudden panic at finding themselves face to face with a serious task for which no previous experience has prepared them. Now for the first time they must clearly decide what are their genuine values in life; toward what social and individual objectives they are aiming; and, in inexorably practical daily terms, by what means these objectives can best be attained.

The more thoughtful the individual, the more he tends to tremble before this delicate, baffling yet deeply rewarding experience of helping one human being to grow from birth into happy maturity. Just how far should one condition the child according to one's own beliefs, to what extent offer him opportunity to develop his own? How strike the balance between necessary limitation and necessary freedom? Moreover, however conscientiously a prospective parent may prepare himself, the actual education of adult as well as infant begins only with the appearance of the baby, and the hour-to-hour, day-to-day interplay of child upon parent and parent upon child.

Fortunately, never have there been more sources of help for the conscientious parent than today. As our new awareness has grown of the psychological responsibilities of parenthood, so has our deeper knowledge of children and their needs. Family counseling services, lectures by experts in the field of child guidance, and many sound and illuminating books on mental and physical growth offer mothers and fathers aid toward a happier family life. Despite the complications of modern living, the modern child is in some ways more fortunate than the children of other generations.

The modern parent, too, with his new insights and new techniques, is for all his uncertainties more fortunate than his forebears. For family life, honestly and intelligently handled, is a two-way education. As the child grows, the parent learns; and as the child learns, the parent grows. The dictionary defines "education" as "the imparting or acquisition of knowledge, skills, etc." To the open-minded and observant parent, the child himself will impart a knowledge and a skill in parenthood which equals anything we may hope to teach in return.

But it is not only skill in the wise handling of children which one learns from this two-way process. Over and over, in the counseling room and in the psychiatrist's office, the child's problem proves to be only the parent's problem once removed; the effect upon a small and immature being of confusions and immaturities in the adults around him. So, as we try to guide the child in his adjustment to life, we can, if we seek for it honestly and with humor, find an illumination of our own personality and achieve for ourselves a better adjustment to family living, indeed to life itself.

THE EDITORS.

Hate in Fancy Clothes

A DIGEST BY HARRIET EAGER DAVIS OF A LECTURE BY JULE EISENBUD, M.D.

Under the Auspices of the Family Counseling Service of the Child Study Association

Dr. Jule Eisenbud is Associate in Psychiatry at the College of Physicians and Surgeons in New York City. He is a well-known practicing psychoanalyst and the author of numerous articles on psychoanalysis and psychiatry. This lecture was given in the Spring of 1948.

ALMOST all emotional reactions have their origins in the early patterns of love and hate developed within us in the first years of childhood. These patterns constitute the working blueprint of our personalities and character which keep us on a certain line throughout life, and this blueprint remains our stamp of individuality.

One of the main discoveries of psychoanalysis has been the so-called "transference" reaction—the tendency to carry over to others the basic emotional reactions acquired in the nursery. If in childhood we develop certain patterns of love or hate in relation to parent figures or brothers and sisters, we tend throughout life to displace these onto everyone with whom we come in contact—friends, teachers, colleagues, superiors, the baker, the butcher, the candlestick maker. We work out these patterns not in accordance with the actual circumstances of our relationship to the other person, but because we have to work something out from within and therefore must look for targets. These basic reaction patterns are expressed most intensively in the later family group which we establish for ourselves, because spouse and children, being most consistently around us, provide ready targets on which to lavish the love and vent the hate developed early in life toward our own parents and our own brothers and sisters.

But it is not only into our families that we bring the unresolved patterns of earlier years. We use culture and society in general as a vast stage upon which to play out these internal dramas, these rigid patterns which constantly work in us. Our society, our culture, is largely a collection of vehicles enabling us to drain off our unconscious aggressions and loves. We identify with some group which is perpetually in conflict with some other group and say we are working for certain ideals. But ideals are frequently myths, invented to enable us to be against something or somebody without feeling that we are really hating.

Hate, or aggression, is something that takes many different forms. Only a fraction of what lies within us is ever openly and directly expressed. Most of it is usually suppressed or repressed, and comes out in ways that frequently appear to be unrelated to the original emotion.

It is important to establish the difference between *sup*pression and *re*pression. A good many of us know what it means to hate someone consciously, to want to punish, injure, "get even." We know what it means to seethe inwardly, to want to wring someone's neck and yet not to do it, since the average, well-adjusted person goes through this little drama not infrequently. It is not pleasant to have to suppress one's conscious aggression and fall back on daydreams of what we should like to have said or done to an in-law or the landlord or an employer, had the circumstances been different. But the worst that happens is that we get a mild headache and feel out of sorts and snappish for a while. After a few hours, however, or after a night of thinly disguised homicidal dreams, we are ourselves again.

*Re*pression is a different story. When we repress aggression the curious thing is that we are not at all conscious of feeling hostility or resentment toward anyone. We are not conscious of feeling hate or aggression at all. On the contrary, the individuals who most repress their aggressions give the impression of being calm, even phlegmatic, the mildest of characters. These are the people who never seem to lose their tempers, are in perfect control of themselves, and always present a calm exterior.

For most of us it is extremely difficult to understand how one can have aggression and not feel it, how it can be operating inside without one's being aware of it. This is because we are not yet in the habit of realizing that what we experience consciously is frequently merely a screen for the deeper emotional reactions which take place on an unconscious level. In

the "unconscious," as we have come to speak of this vast and important part of ourselves, emotions tend to be transformed from their primitive original form so that their ultimate manifestations are more compatible with our personal and cultural ideals. Thus aggressions which are pushed down into the unconscious are never thereby eliminated. They are merely forced to come out in other ways.

Many of our chronic illnesses, like arthritis and colitis, have been traced to the repression of aggressions, the tendency to push these feelings out of consciousness. Experimental work with hypnosis has shown in a very interesting way this relationship between repressed aggression and physical symptoms. Under hypnosis a subject is put through a situation which would ordinarily provoke rage. As long as he is under hypnosis, he feels the anger. Then he is waked up with the command that everything that happened during the hypnotic session shall be gone from his mind. Accordingly he remembers nothing —the so-called "hypnotic amnesia." When he wakes up, he is no longer angry, but calm, smiling and courteous. Usually, however, some physical symptom develops in place of the not consciously felt anger.

In these experiments, patients under hypnosis have been hooked up to stomach balloons which register the contractions of the stomach on a moving drum. As long as they are feeling their aggression, and expressing it under hypnosis, the stomach will be in a fairly normal state. The minute they are wakened and repress the aggression, however, the stomach starts to pump at a terrific rate, and goes on pumping until they are re-hypnotized and told that this time they will remember it all. Then the stomach quiets down again. This is an experimental demonstration of the causes of a good deal of our indigestion. Similar effects have been observed on the blood vessels, the bones and joints, and on other bodily organs. If aggression is repressed so that it actually goes out of the conscious mind, it frequently is pushed down into some part of the body which then becomes sick.

The Cause of Depression

Sometimes it is not the physical but the psychic system which is affected. People who have to repress their aggressions instead of expressing or just suppressing them are likely to experience depression. This may be anything from mild feelings of apathy, disinterest in one's work and friends and the affairs of the world, or chronic fatigue, up to the acute clinical depression, when an individual is so completely stopped that he can scarcely move out of a chair, cannot eat or sleep, and sees suicide as the only way out.

The milder form of depression is rarely recognized as related to the damming back of aggression. People think the trouble is external and spend their lives seeking one type of relief after another. They take ten-day cruises, or some new miracle vitamin; they keep changing jobs or residences or marital partners, always with the hope that the external change will end the vague feeling of discomfort which pervades their lives. Needless to say, they never succeed. In the acute forms of depression, however, people do seek psychiatric help and there a strange picture is revealed. When we examine the content of their talk —although usually they talk very little—we find that they are continually reproaching themselves for being inadequate, unworthy, bad, insincere, the greatest sinners in the world. It is obvious that these reproaches cannot possibly have any realistic bearing, but are unconsciously meant for someone else and turned back upon themselves.

There is another rather common result of the damming back of aggression. People who tend to repress their aggressions continually seek some form of self-punishment. Instead of actually fantasying about punishing someone else, like the person who merely suppresses his aggression, they imagine themselves paragons of virtue who never have an evil or resentful thought; at the same time they always manage unconsciously to seek out some means of self-punishment. Here again their aggression is dammed back against themselves. These are the people who always seem to get the bad breaks—sickness, accidents, misfortune, financial troubles. Somehow they contrive to have everything fall on their heads. If there is an apple with a worm in it, they will get it. It would almost seem on windy days that they will be the ones who get the dust in their eyes.

This psychiatric concept is in direct contradiction to the established idea of a sharp dividing line between volition and fate, between what we engineer for ourselves and what fate provides for us. It is one of the major triumphs of psychoanalysis to have discovered that there is no sharp dividing line, that fate, whether benign or malevolent, resides largely in the unconscious of the individual. For, as these people tell the psychiatrist how they have had one bad break after another in life, and as he analyzes their stories in minute detail, he sees surprisingly that they have managed somehow, with almost somnambulistic precision, to get themselves into the punishing situations that appeared to descend upon them from outside.

(*Continued on page 22*)

Books and Children's Emotions

JOSETTE FRANK

LITERATE people have long thought of books as sources of erudition and culture, and as instruments for shaping character, especially in the young. In recent years, with our sharpened perception of the emotional needs of children, we have begun to look to books for still another purpose; the promotion of mental health. No doubt this function has always been inherent in reading; it is only our awareness of it that is new and newer still is today's conscious creation of a new kind of books for children, purposefully slanted toward mental hygiene.

In the past most of our writing and thinking about children's books has been concerned with literary and cultural values. Over the years there have been countless studies and investigations testing children's levels of reading skill and interest, their perception, their likes and dislikes and their reading patterns. I know of no study which has set out to explore the effects of particular books or types of reading on the emotions of young readers. Nor does there seem to be any pooled testimony from guidance workers concerning this use of books beyond some scattered references in the psychiatric literature. Juvenile court judges have from time to time prepared special lists and administered particular books as doses to the young delinquents with whom they deal, but I know of no systematic study on which their selections or their hopefulness is based.

Yet there appears to be a widespread belief that books do reach the emotions, and may, therefore, have values for mental hygiene. This belief is substantiated by considerable (though unorganized) testimony from observant parents and librarians and from people with long and sensitive memories of their own childhood experiences with books. Most of us can remember a certain book, or books, which had a profound emotional impact upon us in our early years, for good or ill, possibly unrelated to literary merit.

Historically the insistence on the importance of books in character formation was echoed and amplified as the invention of printing spread reading to the many. Indeed, the lugubrious books which were, at first, the only "permissible" reading for children, were undisguised efforts to throw the fear of God into them with the unvarying theme that good children might hope to die young and find their virtue rewarded in heaven, while bad ones were eternally damned. With the exception of *Pilgrim's Progress,* which really dug down deep into the matter of sin and redemption, the emphasis was largely on manners and behavior and geared toward making obedient "little ladies and gentlemen."

In time this naïve and dubious approach to the moulding of a child's conscience gave place to the gentler, less self-righteous appeal of the "sad" books. Here the young reader was led to grace by copious weeping as he followed the trials and tribulations of young heroes and heroines, unbelievable models of blameless character. There was, too, the more intellectual approach of Æsop and Fontaine who demonstrated by cold logic the earthly sequence of cause and effect, with no heavenly rewards and punishments. Here the moral implicit in each story was explicitly stated in summary: it pays to be good, it doesn't pay to be bad—reasonable, if not idealistic doctrine!

Quite the opposite of this dispassionate pedagogy was the sadistic school which produced *Struwwelpeter* (*Slovenly Peter*). One can only conjecture the emotional scars left on sensitive children by parental use of this book for flagellation, to terrify them into obedience. Later *The Goops* substituted humor for terror as a technique for teaching manners. True, their appeal to virtue was in the negative, via the "horrible example": the Goops were *bad* children, not to be emulated, of course, but having, perhaps, all too much fun at it! More recently we have sought to achieve the same purpose with a positive approach: *Manners Can Be Fun.*

The didactic method of inculcating virtues by carefully guided reading persists today, spurred no doubt by parental eagerness to find some easy road to success in building children's character. A number of large-selling children's booksets still include a "character chart" as a guide to the stories contained in the set, indexing in alphabetical order the virtues to be gained from each. (Attentiveness, Friendliness, Perseverance, etc.) We have no data to disprove this implied thesis, that a child learns to be truthful by reading about George Washington and the cherry tree, or achieves the "habit of perseverance" by reading about Bruce and the Spider. But on the basis of our knowledge and experience with children, we may question whether virtue is so easily achieved. Nor have we any competent evidence that reading about

bad conduct makes children bad. We do not know, either, what are the personality factors which each child brings to his reading, which impel his choices and determine his emotional responses to the images and patterns in the printed pages. Napoleon is said to have traced his inspiration to reading about Cæsar's triumphs. Yet how many millions of children have read Cæsar without being inspired to conquest? And would Napoleon's will to power have been less potent without that reinforcement?

Reading for Pleasure

We have come a long way from the stern days of children's reading. Today the principle of reading for pleasure is generally accepted, and great numbers of books are published with no other motivation. Nevertheless we continue to implant "little lessons" more or less artfully in many of our stories for children—lessons about everything from negativism to bathroom manners. In the past two or three years, we have had a plethora of such books, good, bad and innocuous. There is, however, a notable divergence in most of them from the *Struwwelpeter* tradition of crime and punishment. These recent books put their faith in the rewards of social sanction and approval: how pleasant it is to go to nursery school, how good you feel when you share your toys, etc. These changes in the nature of our juvenile literature reflect, of course, the growth of our understanding of children and our newer methods of pedagogy. With the recognition of the more subtle factors and unconscious mechanisms underlying behavior, children's literature has been less directed to "uplift" and more concerned with opportunities for identification. These stories reflect for young children the sanction and approval not only of society but of the parent who reads to them.

We have, as yet, no measure of the success of such stories. Will a three-year-old be cured of his negativism by a realistic picture-story of a little boy, like himself, who keeps on saying "no" to everything until he happily learns to say "yes"? Will wetting be overcome by a little boy whose mother daily reads to him a book (complete with pictures) about a little boy who learned to use the toilet and keep his pants dry? If children see their own behavior mirrored in transparent stories of a disobedient rabbit or a copy-cat kitten or a discontented pig, will they then be impelled to mend their ways? Will a child's new experiences in nursery school or kindergarten be eased by a story about other children having these same experiences? These are questions to which answers still need to be sought by students of child behavior.

If there is any validity in the thesis that one great value of reading lies in self-discovery, then perhaps these easily identified portraits of children or child-like animals conquering their difficulties may help young readers to cope with theirs. Practically every kind of child behavior has been exploited recently in stories for the young: fear of the dark, resistance to bedtime, cruelty to animals, negativism, quarreling, eating difficulties, self-help in washing and dressing, manners. Most of the recent stories are cheerful and positive. A few, however, resort to a punitive approach, as in *Noisy Nora,* in which a little girl is banished to the pig-sty to learn table manners. *Randolf the Bear Who Said No* is particularly vicious in its attack on negativism, introducing a punitive fantasy which may be really frightening. Such a book as *Training Pants,* aside from the doubtful taste of its toileting pictures, raises the question, too, of the parental attitudes it creates or reenforces. If we think of books as instruments in parents' hands, it is easy to see how our best efforts to ease the tensions centering about toilet-training may be frustrated by thus singling out this subject in a book for parents to read to their pre-school children.

The New-Baby Theme

Attempts to forestall sibling jealousies, too, may be seen in a number of stories at different age levels about the arrival of the new baby in the family. These usually include the pre-natal preparations for baby's care, the departure of mother to the hospital, and her return with the new member of the family. One of these, *Round Robin,* for five-to-six-year-olds, brings the baby to its first birthday, almost to the playmate stage. *Peter and His New Brother* is a reassuringly simple photographic record of the baby's place in the family. *The Chosen Baby* tells the equivalent story for the adopted child, helpfully suggesting to adoptive parents a way to tell him his own story.

A significant experiment with story material on the new-baby theme—*Sally and the Baby and the Rampatan*—was prepared under the direction of a group of psychologists and tried out experimentally before publication to test not only the children's reactions but the parents' as well. In this story a fantasy element is introduced, as the older child creates for her own solace an imaginary companion. In her interesting monograph on this experiment, *The Impact of a Children's Story on Mothers and Children,* Martha Wolfenstein concludes that "A young child's story

(*Continued on page 24*)

The Meaning and Management of Aggression in Children

BY THE STAFF OF THE CHILD STUDY ASSOCIATION OF AMERICA

The aggression which children exhibit toward their parents, brothers and sisters, companions, even turned inward upon themselves, is one of the major concerns of parents today. The word "aggression," sometimes connoting merely activity or initiative, is used in this paper to mean hostility and destructiveness. It is discussed within the framework of psychoanalytic theory, as a neurotic distortion of a drive which is part of the biological constitution of mankind.

THROUGH the better understanding and management of their children's instinctual impulses in the early years, parents can lay the groundwork for favorable or unfavorable personality development for life. It is the task of the family counselor, whether as a group leader or instructor, or in individual interviews, to offer guidance in the management of these early drives.

How much handling and petting does a baby need? Won't a child become "spoiled" if given too much love and gratification? Should he be allowed to "cry it out?" Should his feeding, bathing, sleeping and play times run on strict schedule or be decided by the child's own expression of his needs? What about breast feeding, weaning, the balanced diet? Should a child be allowed to suck his thumb, his blanket? What is the meaning of head banging and other curious habits and mannerisms? What about that most troublesome of problems, the reluctant eater? When and how should a child be toilet trained? These are matters of great moment to both child and parent and merit the closest attention of the parent educator.

Throughout the early years of the child's development there arise all sorts of perplexing problems connected with his rapidly expanding personality—adjustments to father, mother, brothers and sisters and the high degree of ambivalence that develop around these adjustments. How parents deal with these is of the utmost importance for the final fate of the child's aggressive drives. Will these drives find an outlet in constructive, satisfying activity, or will they be turned toward hostility and an ungenerous, vindictive approach to others? Or will they turn inward in the form of self-destruction?

During the years of their children's early development, the parents' own infantile problems will be constantly reactivated. In all their dealings with their children they will betray time and again the nature of their own early struggles toward maturity. The counselor must keep this constantly in mind. Sometimes help is best given by reviewing with parents in private interviews their own childhood conflicts. Often, however, when these conflicts are too deeply-lying, the counselor must be content to leave them untouched, but she * must draw continuously on her own awareness of them. She must be able to sense the problem behind the problem and to relate herself to parents in such a way that they are enabled to give themselves more freely to their children. These intangibles are often the most effective part of her work. At its best, the relationship to parents may release tensions, lighten guilt, kindle warmer parental feelings. This type of parental education is a system of exposure to benevolent contagions, and the creation in parents of a mood of susceptibility to these contagions.

It is during the early phases of development, when toilet training problems and sexual interests are uppermost, and later during the school-age years, that parents are most likely to engage in hostility-producing struggles with their children. But such struggles are also apparent at the oral phase when a child's interest is centered on oral or mouth gratification, and when feeding problems become so important. Most parents are eager—in fact, anxious—to feed their children abundantly. But the over-rigid feeding schedule, the strict adherence to prescribed quantities of food, or to exact hours of feeding, signal the beginnings of trouble. Parents are frequently overconscientious and tend slavishly to follow the doctor's orders in the hope of producing the "perfect child." The child who is a reluctant eater terrifies them; they fear he will not grow big and strong and will discredit their own adequacy as parents. They begin to force food—and the fight is on.

At this point they need specific information both

* At the Child Study Association all the counselors at the moment of writing are women and are therefore referred to as "she" throughout this paper. The Association would regard it as a more desirable situation, however, if there were both men and women on the staff.

about the variability of the amount of food that children need and about that fetish, the balanced diet. That a good diet need not be balanced at every meal, or even every day; that excellent results usually follow self-regulated feeding; that a healthy, active child is obviously eating enough and that, furthermore, even the thin, highstrung child cannot be fattened through battles at meal times, or in an atmosphere of parental anxiety—all this they need to learn. They need above all, however, to sense the counselor's attitude, to realize that their own anxieties, though understandable, are the very factor that causes the trouble and that they can still be good, in fact better, parents, by relaxing pressure and making meal time pleasurable.

What About Thumb-Sucking?

Another problem arises when a child sucks his thumb. Here, too, parents often react with severity. Will it lead to malformation of the jaw, they wonder? More probably they simply feel it to be a "disgusting habit," vaguely associated with sex and masturbation. But as they discuss these matters with the counselor, some parents may find the courage of their own healthier impulses. Often a genuine capacity on the parents' part to let infants be infants, who need comfort and contentment, has been spoiled by warnings from friends or even from a physician of the rigid type. Given courage to be themselves, such parents become able to relax the strictness which was never natural to them.

Toilet training presents even greater obstacles. Perfectionistic parents are prone to overvalue cleanliness, regularity, precocity and niceness. They are competitive with friends and relatives and exploit their children accordingly. Because of the intimate tie-up of later hostility with overstrictness at this phase of the child's training, the counselor must do what she can to help the severe mother to relax and to adjust her expectations to her child's readiness to learn. This may be far from easy. It is difficult for some parents to comprehend the primitive pleasure a child feels in his own excrements and to approach toilet training naturally. But as parents compare observations and are encouraged by counselors to believe what they see, they may learn to understand the intensity of these pleasures. The counselor's purpose is to help them to tolerate the child's pleasure in his excrements, and to realize that he will give up this interest only in exchange for the greater gratification of receiving his mother's love and approval. In so far as this teaching is successful, the bitterness of this significant struggle can be mitigated and the child induced to take another forward step.

To be permissive, however, is only half the parents' job. In addition, parents must deny, must exert pressure in order to help a child to mature; in short, they must enable him to become civilized. Permissiveness needs constant balancing by positive education; toleration for childhood should never become an excuse for withholding all training in self-control. The parent educator's aim is to help parents to encourage this control without entering into those fateful struggles with a child which are the foundations of so much smoldering anger and hostility.

The Parents' Alarm

When the child is at the phase of greater sexual interests and becomes involved in conflicts concerning his relationship with his parents, the mother's reservoir of unresolved guilt around her own early masturbation and sexual wishes is likely to be let loose. The counselor strives to help her to accept her child's sexual development, in the hope that she may learn to view masturbatory activity as part of normal growing up, which the child will more readily give up when he achieves greater satisfactions in his personal relationships and skills and self-mastery of many varieties. Here the aim is twofold; first, to help parents view without alarm early masturbation which has not yet become guilt laden; and second, to show them how to help the somewhat older child, who is in difficulties with himself because of his masturbation, gradually to grow out of it.

The same principles hold true of parental attitudes toward sex play among children. Parents are bound to feel personally threatened when their children are involved in sex play with others and community disapproval is strong. The counselor should try to show them—and this is equally true of masturbation—that control through punishment and fear can do nothing but harm, that children need help in understanding the truth about their own and others' bodies and in finding other satisfactions. But the child ***does need help;*** a mere hands-off policy leaves him a prey to his own guilty conscience and the anxieties that grow out of it. How to restrain and control children, to limit their self-gratification without the neurotic consequences of repression, is indeed the hardest of problems, and puzzles even the wisest of parents.

This brings us to a dilemma in which the counselor frequently finds herself. It is all too easy for parents

(*Continued on page 28*)

The Problem of Jane

Based on a Case Record from the Child Study Family Counseling Service

Although names and certain details have been altered to conceal identity, this is the record of an actual case handled by the Counseling Staff of Child Study Association. It formed part of the report sent by the Association to the International Congress on Mental Health in London last summer. We print THE PROBLEM OF JANE in the belief that its authenticity will make it of special interest to our readers.

PROBLEM: *Aggressive, hostile behavior of a nine-year-old girl toward her parents, coupled with shyness and inability to get along with other children.*

CHILD IN QUESTION: *Jane, 9½.*

SIBLING: *Bob, 7.*

PARENTS: *Mother, 32, a college graduate, of superior intelligence. Father, 40, an accountant.*

IMMEDIATE SITUATION: At time of first interview, Jane had no friends, was shy and resentful of adults, resisted suggestions, was often hostile to her parents, and was particularly resentful of and hostile to her brother and her maternal grandmother. Both parents had been aware of Jane's unhappiness for some time. Her difficult behavior dominated the household, creating constant scenes of tension. The mother found herself actively involved in these scenes, responding ineffectually with arguments, threats, and occasional punishments. The mother also nagged and criticized Jane constantly, expressing her negative feelings toward the child. At the same time, she found Jane more "interesting" than her brother, Bob, in spite of the fact that outsiders found him by far the more attractive and appealing of the two. The mother was confused and baffled by Jane's behavior, and was deeply hurt by the child's antagonism, while at the same time she sympathized with her and identified with her in her unhappy moods.

DEVELOPMENT OF THE PROBLEM: Jane had been jealous of her brother from the beginning, although the parents had done all they could to avoid this. For a number of years, Jane had been voicing her resentment. At 5, she had said, "I'll slap him," and she had continued ever since to say this in other words, and to quarrel with him. She had always had difficulty in playing with other children, but recently seemed more accepted by her classmates in school, where she did good work and was given some positions of responsibility by her group. Toward her parents, Jane's hostility had expressed itself more openly and with apparently more intensity in recent months. Within the last weeks Jane had also become violently antagonistic to her maternal grandmother, who was quite strict with her, trying to compensate for what she felt was the mother's weakness in handling the child.

CHILD'S EARLY HISTORY: Jane was born when the parents had been married about three years, after the mother had had two miscarriages. The mother had been relaxed and well during pregnancy and was happy with the baby, enjoying her thoroughly. Jane weighed 7½ pounds at birth and developed normally; there was nothing unusual in her physical history, except that she was a poor eater. She was breast fed for only a few weeks. Neither at the breast nor on the bottle had she been very much interested in food. Yet at a year she weighed twenty pounds. Now at nine, she was well developed, and, if anything, somewhat overweight. However, her dislike of food had continued and she frequently announced, "I am never going to eat again." Such statements apparently came in answer to the pressure put upon the child to eat, both by her mother and grandmother.

FAMILY BACKGROUND: Mrs. T was the older of two children, having a younger brother with whom she had a relationship somewhat like that of Jane with Bob. Mrs. T's father, a quiet, self-effacing man, had always given her deep affection and support. Her mother, however, had dominated the family, had always interfered in Mrs. T's affairs and now was interfering in her management of her child. She had kept at her, urging her to have some sort of a career, instead of wasting her time being domestic, whereas being domestic was just what Mrs. T wanted. In the first interview, Mrs. T was already somewhat aware that she was repeating toward her child some of the nagging she had experienced (and resented) from her mother.

Mr. T was one of a large family; he is kind and understanding and the T's marriage has been a happy one.

PSYCHOLOGICAL STUDY OF JANE: Reports received from Jane's school showed Jane to be a child of high intelligence level, well above average, whose true capacity, however, could not be adequately measured because of her timidity and her unwillingness to commit herself when faced with new material. This opinion was confirmed by a Rorschach test given at

the counseling agency in November, 1945, which added the following insight into her personality structure: (Excerpts from summary of test report) "Although the results were quite meager, the material presented was sufficient to suggest that Jane is timid and overcritical, that these feelings are the result of a deep lack of self-confidence that interferes with her productiveness and that keeps her from expressing in concrete, practical form her good intellectual capacities. The basic reason for this lack of confidence is not clear from the limited material of this record, but it would appear that her relationships have been painful and unsatisfactory, as it is in the area of relationships that she is most reluctant to respond. Under encouragement she can, however, respond quite normally both in a practical way and on a feeling level."

Counseling efforts were directed first toward working with Mrs. T in the hope of helping her gain insight into her own feelings and attitudes toward the child and thereby meeting more adequately the child's emotional needs. While it was recognized that Jane herself might subsequently need therapy, this decision was postponed until opportunity was given to evaluate the effectiveness of guidance for the mother.

SUBSEQUENT INTERVIEWS WITH THE MOTHER: Mrs. T was seen in weekly visits over a period of seven months. During the early interviews, she discussed her own childhood experiences, her feeling of having been rejected by her mother, who expected great things of her intellectually and socially and who was constantly disappointed in these expectations; her jealousy of her brother, who always "seemed to steal the show," even developing undiagnosed illnesses when Mrs. T, herself, was sick, and her unhappiness with her friends and her lack of social ease. At the same time, she discussed the immediate events in her everyday life with Jane. Gradually she began to recognize Jane's positive qualities, her basic attractiveness, her good mind, the creative gifts which Jane began to express in writing and painting. Gradually, also, the mother began to see the way in which Jane's behavior had reawakened the memory of her own early experiences and her feelings about herself which she projected onto Jane, regardless of whether or not the situations were truly parallel. Jane's inability to master some new steps in arithmetic, for example, caused the mother to feel that Jane was as thoroughly inept in mathematics as she herself had been.

The counselor was able to help Mrs. T see the discrepancies between the facts and her feelings about the facts, also, to some extent, that her own anxiety increased the child's tension and general insecurity. This caused Jane to withdraw from difficult situations, and also to lash out at her brother, at her parents and primarily at her mother, who (like all mothers) seemed to the child (as to all children) to be ultimately responsible for everything that happened to her, both bad and good.

In discussing Jane's hostility toward her brother, Mrs. T could sympathize with Jane because of her own childhood feelings about her own brother. Here the counselor could point out, from the mother's own experience, the normality of Jane's feelings, and the help she could give the child by accepting these feelings as normal and transient. It became apparent that not only was Jane jealous of her brother's very presence in the family as a rival, but that also she envied him because he was a boy. Although the parents had met Jane's early interest in sex differences directly and well, she nevertheless seemed to need help in accepting them and in feeling worthy and important as a girl.

Shortly after this, the mother reported that Jane seemed to be more easily provoked than before to temper tantrums, in each case, however, in a situation in which her jealousy was aroused. These tantrums so upset Mrs. T that she felt unable to cope with them. They made her feel, she said, as if she were "witnessing a terrible accident or a violent scene." Later in that same interview, Mrs. T described her childhood recollection of her mother's behavior which had occasionally expressed itself in "violent scenes." The counselor was able to point out the similarity between Mrs. T's feelings about these "scenes" and Jane's tantrums. Through this Mrs. T gained insight into the fact that she was reacting to Jane as if she were her own mother, and for the first time she faced her fear that the child might grow up to be like the grandmother. When this fear was brought out into the open, she began to evaluate it against the actual reality of the situation.

In voicing her resentments against her own mother, Mrs. T became less driven to use Jane as the scapegoat for her repressed aggressive impulses. She began to see her mother as an unhappy, disturbed person, for whom she could at times feel sorry. Jane, exposed to less drive and pressure, found it less necessary to respond aggressively to her mother and grandmother. Jane also began to feel more comfortably in social settings in which her mother felt more assured and comfortable herself.

There were still occasional difficult times, when Mrs. T felt helpless in the face of Jane's open de-

(*Continued on page 30*)

Films for Parents

IMPORTANT films of interest to parents and to professional workers concerned with family education are listed here according to their subject matter. Unless otherwise stated, the films may be rented through an educational film library. This list includes a few films which may not yet be available. These are marked with an asterisk. For information about their release, write to the addresses indicated.

Child's World

CHILDREN LEARNING BY EXPERIENCE,* 40 minutes, black and white, sound. Produced for the British Ministry of Education. Realist Film Unit Productions in association with Film Centre. Unusually fine photographs of children absorbed in their own affairs, learning in their own way. Designed to stimulate discussion, this commentary is brief and questions are posed to which simple unanimous answers cannot be given. Distribution: United World Films, 445 Park Avenue, New York, N. Y.

CHILDREN GROWING UP WITH OTHER PEOPLE,* 30 minutes, black and white, sound. Produced for the British Ministry of Education. Realist Film Unit Productions in association with Film Centre. Children, their parents and friends, caught off guard by the camera, reacting vigorously with joy, anger, disappointment or quiet absorption. Commentary brief and designed to provoke discussion. Distribution: United World Films, 445 Park Avenue, New York, N. Y.

LIFE WITH JUNIOR,* 16 minutes, black and white, sound, March of Time Forum Edition. Available January, 1949. A typical day in the life of a school boy is followed by a brief illustration of ways of helping children with problems. The work of the Child Study Association is depicted and handling of two typical cases is sketched. Distribution: Forum Edition, March of Time, 369 Lexington Avenue, New York 17, N. Y.

Sex Education

HUMAN GROWTH,* 19 minutes, color, sound. E. C. Brown Trust. Prepared in collaboration with the University of Oregon. Planned primarily for school classes grades 6-9. Suitable also for adult education. The film aims to show how sex education can be handled in a socially acceptable manner in schools. Elementary facts of human growth and reproduction are presented. The film is definitely slanted to introduce discussion of its contents. Discussion guides available. For further information write: E. C. Brown Trust, University of Oregon Medical School, Portland 1, Oregon.

THE STORY OF REPRODUCTION, 23 minutes, black and white, sound. McGraw-Hill, Text-Film Dept., 330 West 42 Street, New York, N. Y. A factual film on the human reproductive system and on the process of normal human birth. Models and animated drawings used. Primary purpose informational. Biological normality of reproduction stressed.

THE STORY OF MENSTRUATION, 10 minutes, color, sound. Walt Disney Productions. An informational film using cartoons and diagrams, prepared for adolescent girls and boys. Should be shown to children of the same age and sex with a doctor or nurse to answer and anticipate questions. Discussion guide available and a booklet: "Very Personally Yours," explaining menstrual process and personal hygiene. Distribution: International Cellucotton Products Co., 919 North Michigan Ave., Chicago 11, Ill. Loaned at no charge.

Case Studies of Adjustment Problems

EMOTIONAL HEALTH, 21 minutes, black and white, sound. McGraw-Hill, Text-Film Dept., 330 West 42 Street, New York, N. Y. Presents the point of view that it is normal and important to seek professional counsel about psychological problems. Aims to explain in simple fashion the psychological basis for some physical ailments and the process of psychiatric treatment in an uncomplicated case. Planned primarily for the young adult.

LEARNING TO UNDERSTAND CHILDREN: Part I, A Diagnostic Approach. Part II, A Remedial Program. 2 reels, 45 minutes, black and white, sound. McGraw-Hill, Text-Film Dept., 330 West 42 Street, New York, N. Y. An understanding teacher makes the most of school opportunities to improve the social adjustment and scholastic achievement of a painfully shy fifteen-year-old girl. Planned to help teachers understand.

THE FEELING OF HOSTILITY,* Mental Mechanisms Series, No. 2, 25 minutes, black and white, sound. Produced by the National Film Board of Canada for the Mental Health Division of the Dept.

of National Health and Welfare. The story of a 28-year-old successful but unhappy career girl whose intellectual development has far outstripped her emotional growth. The background of this development is shown in early childhood experiences which prompted her to substitute for love, praise and respect for her achievements. Distribution: National Film Board of Canada, 620 Fifth Ave., New York 10, N. Y.; 84 East Randolph Street, Chicago 1, Ill.

Discipline and Management

PROBLEM CHILD, 27 minutes, black and white, sound. Produced by American Academy of Pediatrics. Presents some common problems of growth and development, and stresses environmental factors, especially parental attitudes which influence mental health. Feeding schedules, toilet training and discipline of the child under three years are portrayed. Discussion guide available. Distribution: Pet Milk Co., Research Division, St. Louis, Missouri. Loaned free of charge.

MAINTAINING CLASSROOM DISCIPLINE, 14 minutes, black and white, sound. McGraw-Hill, Text-Film Dept., 330 West 42 Street, New York, N. Y. By contrasting methods of handling the same high-school class, this film explores techniques of securing proper class conduct and attitude. An excellent discussion starter, this film develops the thesis that rigid discipline is not the only way to avoid classroom anarchy.

Youth and Community

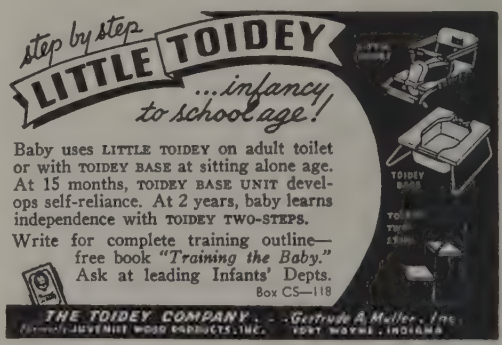
MAKE WAY FOR YOUTH, 20 minutes, black and white, sound. Produced by the Youth Division of the National Social Welfare Assembly. Dramatizes a situation in an ordinary American town in which gang grouping and racial discrimination among teen-agers was successfully combatted by organizing a community youth council. Discussion guide available from the National Institute of Social Relations, Inc., Washington 6, D. C. Supplementary pamphlet material from the Youth Division, National Social Welfare Assembly, 134 East 56 Street, New York 22, N. Y.

Handicapped Child

FIRST STEPS, 8 minutes, black and white, sound. Produced for the United Nations by Frederic House, 673 Broadway, New York, N. Y. The psychosomatic approach to the treatment of children crippled by polio and cerebral palsy. A moving, dignified presentation stressing the importance of integrating psychological and physiological aspects of therapy. Won the academy award as the best documentary of 1947. Has much to offer parents of normal as well as of handicapped children.

MARGARET MEIGS

Editor's Note: Other important films in this field have been reviewed in earlier issues of CHILD STUDY.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New Books for Children

SUGGESTIONS FOR CHRISTMAS GIVING

By the Children's Book Committee of the Child Study Association of America

THE titles suggested here as an aid to holiday giving are selected from a more comprehensive list of the year's books which will be published in pamphlet form in the early spring. A number of welcome reprints and new editions will be included in the complete list. These books as well as others are on exhibit at the Association's headquarters.

COLLECTIONS

MORE FAVORITE STORIES OLD AND NEW, FOR BOYS AND GIRLS. Selected by Sidonie M. Gruenberg. Doubleday. $3.75. Distinguished anthology for many tastes, grouped invitingly. For the age just beyond the previous volume of "Favorite Stories." (9-12)

THE GOLDEN BOOK OF NURSERY TALES. Edited by Elsa Jane Werner. Simon & Schuster. $1.50. Well-chosen stories, modern and traditional. Humorous and colorful illustrations by Tibor Gergely. (5-7)

A ROCKET IN MY POCKET: THE RHYMES AND CHANTS OF YOUNG AMERICANS. Compiled by Carl Withers. Holt. $3.50. Treasury of old and new American folklore, including rhymes, riddles and banter that parents and children can share with delight. Charmingly illustrated by Susanne Suba. (5-10)

WITH MIGHT AND MAIN. Selected by Phyllis R. Fenner. Knopf. $2.50. A treasure-trove of enjoyment in folk stories involving skill and wit, drawn from varied sources, both traditional and modern. Illustrated by Henry C. Pitz. (9-12)

ST. NICHOLAS ANTHOLOGY. Edited by Henry Steele Commager. Random. $5.00. Outstanding stories, poems and pictures enjoyed by children over the years, gathered into a beautiful book. (10-14)

GRANDFATHER TALES. Collected by Richard Chase. Houghton. $2.75. Folk tales from the South, retold with relish and gusto. Authentic Americana, full of pungent flavor. (12 and over)

TALES FROM THE HIGH SEAS. Selected by A. E. Hogeboom. Lothrop. $3.00. Pirates, explorers and sailors, struggle and high adventure in a collection of thrilling stories by many of our best authors. (12-14)

MY FAVORITE STORIES. Selected by Maureen Daly. Dodd. $2.75. Sixteen fascinating stories for teen-agers, many by famous writers, selected with fine understanding of young people.

AN INHERITANCE OF POETRY. Collected and arranged by Gladys L. Adshead and Annis Duff. Houghton. $4.00. A most distinguished anthology, ranging over many periods and encompassing many moods. Harmonious decorations by Nora S. Unwin. (10 and over)

CHRISTMAS STORIES

THE FIRST CHRISTMAS. By Robbie Trent. Harper. $1.00. Simple pictorial sequence of the Nativity for the very youngest. Illustrated by Marc Simont.

THE ANIMALS CAME FIRST. By Jean Louise Welch. Oxford. $1.50. Folk-like flavor in a reverent story of the Christ child. Illustrated by Ruth Carroll. (4-7)

THE JOLLY SEASON. By Lilla Stirling. Scribner. $2.00. The antics of a sprightly pet frog enliven this pleasant story of two boys who celebrate the Christmas holidays in New York and in the wilds of Canada. Illustrated by Sue Felt. (8-10)

THE SANTA CLAUS BOOK. Collected by Irene Smith. Watts. $2.50. This best-loved character in a book of his very own. Wonderful stories and poems, all about Santa Claus, from many favorite authors. Illustrated by Hertha Depper. (5-10)

TOLD UNDER THE CHRISTMAS TREE. Selected by Ass'n of Childhood Education. Macmillan. $3.00. Yuletide stories, old and new, by well-known writers, including stories of Hannukah, the Jewish Festival of Lights, make a well-rounded anthology. Illustrated by Maud and Miska Petersham. (8-12)

FOR THE YOUNGEST

Ages Two, Three and Four

HELLO PETER. By Morrell Gipson. Doubleday. $1.25. Modern picture story, illustrated by Clement Hurd in bold colors, about a two-year-old's familiar doings.

IS IT HARD? IS IT EASY? By Mary McBurney Green. Scott. $1.00. Two small children do various things which other children will wish to imitate. A sturdy book, illustrated by Lucienne Bloch.

LULU'S PLAY SCHOOL. Written and illustrated by Charlotte Steiner. Doubleday. $1.25. Friendly picture-book of what a little girl does at a country play school.

PETER AND HIS NEW BROTHER. By Lilly Frankl. Chanticleer. $.50. A welcome to the new baby, comforting to the child who has just acquired one. Related in photographs of simple family living.

THE GOLDEN SLEEPY BOOK. By Margaret Wise Brown. Simon & Schuster. $.25. Beginning and ending with a yawn, little stories and verses for the bedtime hour. Delicate illustrations by Garth Williams.

MR. AND MRS. NOAH. Written and illustrated by Lois Lenski. Crowell. $1.00. The traditional toy characters illustrate a very young version of this perennial favorite.

NOW IT'S FALL. Written and illustrated by Lois Lenski. Oxford. $1.00. Pleasant companion to this author-artist's "Spring Is Here." A tiny book teeming with fall activities and warm-toned pictures.

WAIT TILL THE MOON IS FULL. By Margaret Wise Brown. Harper. $1.75. A tender picture-story of moonlight and a curious raccoon. A happy combination of artist and storyteller. Illustrated by Garth Williams.

BLUEBERRIES FOR SAL. Written and illustrated by Robert McCloskey. Viking. $2.00. A little girl and her mother, and a little bear and his mother go berry picking, with amusing results. An outstanding picture-story.

LITTLE RED RIDING HOOD. Written and illustrated by Elizabeth Orton Jones. Simon & Schuster. $.25. The classic tale delightfully told and illustrated for this age.

Ages Five, Six and Seven

A CHILD'S GRACE. By Ernest Claxton. Dutton. $2.00. Well-loved prayer related to everyday experiences, with outstanding photographs by Constance Bannister.

NILS. Written and illustrated by Ingri and Edgar Parin d'Aulaire. Doubleday. $2.50. A small boy learns that his beautiful Norwegian stockings are quite American, after all. Lively colored lithographs greatly enhance the story.

THE BIG SNOW. Written and illustrated by Berta and Elmer Hader. Macmillan. $2.50. Birds and animals prepare for the approach of winter. Beautiful pictures convey the authors' love for creatures of wood and field.

WHAT EVERY YOUNG RABBIT SHOULD KNOW. By Carol Denison. Dodd, Mead. $2.25. A whole family of lovable rabbits disport themselves in a most satisfying story and wonderful pictures by Kurt Wiese.

THE WIND AND PETER. By Alvin Tresselt. Oxford. $1.00. A small boy's search for the unseen wind, with exquisite whimsical drawings by Garry MacKenzie.

YEAR IN THE CITY. By Lucy Sprague Mitchell. Simon & Schuster. $.25. The changing seasons in the city streets, as seen by a little boy and girl, with pictures by Tibor Gergely.

A DAY ON THE FARM. By Alf Evers. Rand. $.25. Pleasant informational story of farm life, seen through the eyes of children. Illustrated by Dorothy Grider.

BOO. By Munro Leaf. Random. $1.50. Seeing things in the dark loses its terror, with the gentle help of a wise old cat and a flashlight. (But don't expect this to cure a truly fearful child.) Pictures by Frances Tipton Hunter.

FIRE EYE, THE STORY OF A BOY AND A HORSE. Written and illustrated by Maj Lindman. Albert Whitman. $1.50. A boy's love for a horse, and his efforts to train it for championship, make a lively picture-story.

FISH IN THE AIR. Written and illustrated by Kurt Wiese. Viking. $2.00. Things happen to a Chinese boy and his biggest possible fish-kite in an amusing picture-story.

ALL AROUND THE TOWN. By Phyllis McGinley. Lippincott. $2.00. New York sights and sounds caught in merry verse, and gay pictures by Helen Stone.

COUNTRY FIREMAN. By Jerrold Beim. Morrow. $2.00. His heart's desire comes true when a small boy gets a ride on a hook-and-ladder truck. Illustrated by Leonard Shortall.

MR. TOPPLE'S WISH. Written and illustrated by Audrey Chalmers. Viking. $1.50. A four-leaf clover and a horseshoe help bring about a happy ending in this whimsical story with pleasing pictures to match.

CATS FOR KANSAS. Written and illustrated by LeGrand. Abingdon. $1.50. Hilarious tall tale of how Gabe Slade brought cats to a frontier community that sorely needed them.

TINY ANIMAL STORIES. By Dorothy Kunhardt. Simon & Schuster. $1.00. Ten wee books which children will love to handle, each with a pleasant tale about a wild animal family. Attractively boxed. Extraordinary pictures by Garth Williams.

BOPPET PLEASE STOP IT. Written and illustrated by Ida Binney. Scott. $1.50. A peppy puppy and a boy of matching energy enliven a sleepy home and its elderly owner. Delicious nonsense.

JONATHAN AND THE RAINBOW. By Jacob Blanck. Houghton. $2.00. Humorous fantasy about a small boy and his pirate friend. Lively pictures by Louis Slobodkin.

THE STEAM SHOVEL THAT WOULDN'T EAT DIRT. By George Walters. Aladdin. $1.50. A recalcitrant steam shovel decides that his own job and his own diet are really best after all. Exciting, humorous pictures by Roger Duvoisin.

CREEPER'S JEEP. Written and illustrated by Hardie Gramatky. Putnam. $2.25. The farmer's son and his "newfangled" jeep redeem themselves in this action-filled picture-story.

THIDWICK, THE BIG-HEARTED MOOSE. Written and illustrated by Dr. Seuss. Random. $2.00. The tribulations of an overly hospitable moose create joyously funny adventure.

BABAR'S COUSIN: THAT RASCAL ARTHUR. Written and illustrated by Laurent de Brunhoff. Random. $3.50. An addition to the classic Babar books, by the son of the originator, in which a little elephant has delightful adventures. Original large format.

COCOLO. Story and pictures by Bettina. Harper. $2.50. Unusual humorous pictures in a large book enhance an enchanting donkey story of the blue Mediterranean.

FOR THE ELEMENTARY YEARS

Ages Seven, Eight and Nine

MY FATHER'S DRAGON. By Ruth Stiles Gannett. Random. $2.00. Humor and wit in the rescue of a benevolent dragon, with perfect illustrations by Ruth Chrisman Gannett, give this the quality of a classic.

AZOR. By Maude Crowley. Oxford. $2.00. A small boy to whom the animals speak proves his point in a deft fantasy that carries an air of reality. Illustrated by Helen Sewell.

THE DOLLS' HOUSE. By Rumer Godden. Viking. $2.50. This endearing story of a refurbished Victorian dolls'-house will delight anyone who ever loved a doll. Illustrated by Dana Saintsbury.

EAGLE IN THE WIND. By Carl Carmer. Aladdin. $2.50. A venturesome weathervane achieves his heart's desire, only to find that he was happiest in his old place.

ROBBUT, A TALE OF TAILS. Written and illustrated by Robert Lawson. Viking. $2.50. Enchanting illustrations enhance this amusing story of a discontented rabbit who keeps changing his tail.

FREDDY GOES CAMPING. By Walter R. Brooks. Knopf. $2.50. That sagacious pig, Freddy, resumes his detective career in this humorous animal fantasy, with Kurt Wiese's just-right illustrations.

MICKEY WINS HIS FEATHERS. By Carl Glick. Whittlesey. $2.00. A hilarious Western in which Mickey, a cavalry horse, becomes a full-fledged Crow Indian. Funny illustrations by Bill Crawford.

A PONY CALLED LIGHTNING. By Miriam E. Mason. Macmillan. $1.75. Strenuous adventures of a boy and a girl with a wild young pony on the western plains. Illustrated by C. W. Anderson.

PONY FARM. Written and illustrated by Paul Brown. Scribner. $2.00. Appealing Shetlands romp through this story of children who live next door to a pony farm. Delightful pictures.

MATILDA'S BUTTONS. By Mabel Leigh Hunt. Lippincott. $1.75. An ingratiating story of what happened to a warm-hearted little girl of the 1880's when she wore her dress with the wonderful buttons. Illustrated by Elinore Blaisdell.

RAINBOW FOR ME. By Martha Gwinn Kiser. Random. $2.00. A sentimental and satisfying tale of the staunch friendship between a little orphan girl and her lively grandmother. Illustrated by Eloise Wilkin.

SALLY TAIT. By Frances Clarke Sayers. Viking. $2.00. A not-so-long-ago story of an engaging little girl, her warm and very real parents, and her glamorous aunt. Pictures by Eileen Evans.

ELSA'S SECRET. By Eve Grey. Doubleday. $2.25. An enchanting little-girl story with a format to match, full of supense and feeling. Illustrated by Gertrude Howe.

LITTLE GIRL FROM THE CITY. By L. Voronkova. Little. $2.00. How a Russian war orphan finds a new home and family on a collective farm makes an affecting story with realistic human relationships. Illustrated by Ruth Steed.

ALICE'S FAMILY. By Lorraine Beim. Harcourt. $2.00. Story of a family, with understanding awareness of the frictions that go with living together. Illustrated by Violet La Mont.

THE STEAM SHOVEL FAMILY. By Irmengarde Eberle. McKay. $2.00. A jolly family of four take a cross-country trip, and share varied adventures before they reach their destination. Illustrated by Connie Moran.

HERE, SUZY! By Verna Hills. Lothrop. $2.00. Fast-moving adventure for the early self-reader, in which a lively chicken helps two small boys carry out their ambitious plans.

THE BARKINGTONS. By Robin Palmer. Harper. $2.00. A fun-loving family of five children and their absent-minded mother make a lively, humorous story, with pictures to match by Flavia Ga'g.

(*Continued on page 16*)

Perfectly Timed Gifts . . .

To Delight Children at Christmas

Told Under the Christmas Tree

Selections by the Literature Committee of the Association for Childhood Education.

Here is a selection of stories and poems for the Christmas season. There are holiday stories, religious stories, Santa Claus tales—many old and some new, that all children love. These favorite stories of a favorite season have been carefully chosen to enrich every child's own experience. Illustrated by the Petershams. *Ages 8-12* $3.00

THE BIG SNOW

By Berta and Elmer Hader. A beautiful picture book with lots of color and simple text, tells the story of the birds and animals of the hillside making preparations for the long, cold winter. Illustrated by the authors. *Ages 4-8* $2.50

A PONY CALLED LIGHTNING

By Miriam E. Mason. A lively, "first reader" story about an Indian pony who delighted to out-run everything and everyone that travelled faster than he did . . . Many beautiful illustrations by C. W. Anderson. *Ages 6-8* $1.75

FIVE PUPPIES FOR SALE

By Esther Brann. An easy-to-read story-picture book about a family of six puppies and how the children to whom they belonged found homes for them. Illustrated by the author. *Ages 6-8* $1.50

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By Louise Rankin
Illustrated by Kurt Wiese
"An utterly fascinating story of a ten-year-old Tibetan girl who braves incredible danger to recover her Lhasa terrier which had been stolen by a mule caravan. Every phase of life in which a child could be concerned is made very real." —*Los Angeles News* *Ages 9-12* $2.50

THE VIKING PRESS 18 E. 48th St., New York 17

PINTO'S JOURNEY. Written and illustrated by Wilfrid S. Bronson. Messner. $2.50. An Indian boy proves his responsibility and courage when he overcomes many hazards in his search for turquoise.

AUGUSTUS AND THE DESERT. Written and illustrated by LeGrand. Bobbs-Merrill. $2.00. Lively, resourceful Augustus and his amusing family engage in new exploits in a welcome addition to this series.

PATCH. By Mary Elting. Doubleday. $2.00. Easy-to-read story about two farm boys befriended by a young Negro girl, who joins them in their efforts to keep their too-frisky dog. Illustrated by Ursula Koering.

A TOUCHDOWN FOR DOC. By Marion Renick. Scribner. $2.00. Ups and downs of a young school team, in an entertaining story, with complete rules for six-man football. Illustrated by Dwight Logan.

HEROES AND HOLIDAYS. By Virginia Cunningham. Whitman. $.59. Famous anecdotes are woven into simply told stories of four of our national heroes. Good beginning reader material, with large print. Excellent value. Illustrated by Lolita and David Granahan.

FOR THE INTERMEDIATE YEARS

Ages Ten, Eleven and Twelve

JOE MAGARAC AND HIS U.S.A. CITIZEN PAPERS. By Irwin Shapiro. Messner. $2.00. How the robust "hunky" steel worker became an American makes a strong story, with ingrained lessons in human relationships. Pictures full of fun and flavor by James Daugherty.

THE WITCH OF SCRAPFAGGOT GREEN. By Patricia Gordon. Viking. $2.50. A delightful witch, resuscitated after three hundred years, enlivens an English village and the American soldiers billeted there. Illustrated by William Pène du Bois.

THE FIRST HORSEMAN. Written and illustrated by Pers Crowell. Whittlesey. $2.50. An unusual story of the prowess of a brave boy and his beloved horse in prehistoric times. Dramatic black-and-white pictures.

LITTLE DUSTY FOOT. By Marian W. Magoon. Longmans. $2.50. The atmosphere of medieval Europe pervades a boy's adventures with a merchants' caravan through many lands. Illustrated by Christine Price.

THAT LIVELY MAN, BEN FRANKLIN. By Jeanette Eaton. Morrow. $2.50. A folksy, exhilarating tale about the life and times of our first American statesman. Illustrated by Henry C. Pitz.

BY SECRET RAILWAY. By Enid LaMonte Meadowcroft. Crowell. $3.00. Absorbing tale of the "Underground Railroad" in pre-Civil War days, and of the devoted friendship of two boys, one Negro, the other white. Illustrated by Henry C. Pitz.

BOOM-TOWN BOY. Written and illustrated by Lois Lenski. Lippincott. $2.50. What happens when the Robinson family strikes oil on its Oklahoma farm. The latest in this fine author's realistic series of regional Americana.

REGULAR COWBOY. By Margaret Phelps. Macrae. $2.50. A round-up, stampede and encounter with rustlers help Mark find his place in the life of a cattle ranch. Illustrated by Evelyn Copelman.

SKID. By Florence Hayes. Houghton. $2.50. First-rate story of a baseball-loving Negro boy who leaves his friendly Georgia team, and of his difficulties in adjusting to his new home up North.

MY BROTHER MIKE. By Doris Gates. Viking. $2.50. A "county boy" escapes from the unhappiness of a foster home, and finds his rehabilitated father. A deeply perceptive story. Illustrated by Wesley Dennis.

THE PALOMINO BOY. By Don and Betty Emblen. Viking. $2.00. A young Mexican boy in California learns through his love of nature and her creatures to understand and face his own problems.

THE BIG WAVE. By Pearl S. Buck. John Day. $2.00. Life and courage triumph over the desolation of death and destruction in a superb story of two boys in a Japanese fishing village. Moving and simply told, with reproductions of famous prints.

CHESTRY OAK. Written and illustrated by Kate Seredy. Viking. $2.50. A brave young Hungarian prince with a great love of horses carries his family's traditions through the Nazi occupation to freedom in America.

MANUEL GOES TO SEA. Written and illustrated by Harvey K. Fuller. Whittlesey. $2.00. The courage and initiative of a Portuguese lad, in a lively yarn.

ALEKO'S ISLAND. By Edward Fenton. Doubleday. $2.50. A boy in war-torn Greece finds his kinship with the past gives him courage and hope for the future. A moving story, lit with flashes of humor.

YOUNG PATRIOTS. By Hester O'Neill. Nelson. $3.00. True stories recording the courage and patriotism of young boys and girls in many countries during the Fascist invasion. Illustrated by Richard Floethe.

BRUCE BENSON, SON OF FAME. By Frances Fullerton Neilson and Winthrop Neilson. Dutton. $2.50. Breathless and sometimes terrifying adventures in the South American jungle, in a deeply understanding story of explorer parents and their young son.

DARK HOUSE ON THE MOSS. By Constance Savery. Longmans. $2.50. A distinguished mystery story with excellent characterization, set in the treacherous marshes of Yorkshire.

LOST KARIN. By Elisabeth Kyle. Houghton. $2.50. A deserted house and some resourceful youngsters are the ingredients of this lively Scottish mystery, a sequel to "Holly Hotel." Illustrated by Nora S. Unwin.

THE INVISIBLE ISLAND. By Dean Marshall. Dutton. $2.50. The fun of a desert island combined with the safety of home, in a delightfully humorous and adventuresome tale. Illustrated by Christine Price.

THE DAVENPORTS ARE AT DINNER. By Alice Dalgliesh. Scribner. $2.50. Gay and amusing adventures befall this family whose lively doings become a radio program. Illustrated by Flavia Ga'g.

DAUGHTER OF THE MOUNTAINS. By Louise Rankin. Viking. $2.50. Suspense-filled, well-written tale of an intrepid Tibetan girl who follows a beloved dog down into India. Illustrated by Kurt Wiese.

KING OF THE WIND. By Marguerite Henry. Rand. $2.75. Thrilling true story of a magnificent Arabian stallion who sired some of the world's greatest horses, and of the devotion of his Arabian stable boy. Superb illustrations by Wesley Dennis.

STOLEN PONY. Written and illustrated by Glen Rounds. Holiday. $2.00. Touching story of the devotion of a dog for a blind pony whom he leads back home through many dangers.

BOOTS: THE STORY OF A WORKING SHEEP DOG. By Colonel S. P. Meek. Knopf. $2.50. Thrilling story of a boy and his sheep dog on a Wyoming ranch.

SEABIRD. Written and illustrated by Holling C. Holling. Houghton. $3.00. A carved ivory gull symbolizes the spirit of adventure through four generations of American seafaring men. Large, colorful pictures.

FOR OLDER BOYS AND GIRLS

Ages Twelve and Over

FOUR SONS OF NORWAY. By Helen Acker. Nelson. $3.00. Grieg, Ole Bull, Ibsen and Nansen, their characters and times, in full-bodied biographical stories. Illustrated by Nils Hogner.

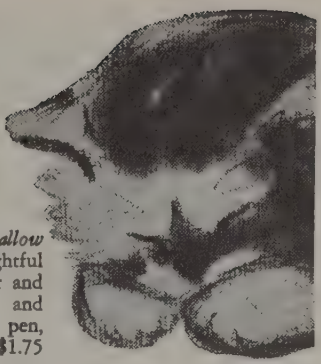
ROBERT BRUCE: KING OF SCOTS. By Nina Brown Baker. Vanguard. $2.75. Excellent biography, fascinating and authoritative.

(*Continued on page 18*)

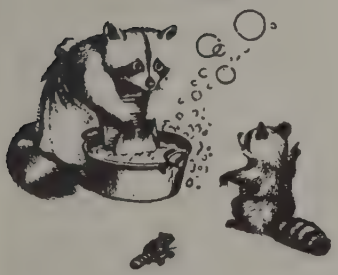
Harper BOOKS for BOYS and GIRLS

Smudge

By Clare Turlay Newberry



The author-artist of *Mittens, Marshmallow* and *April's Kittens* presents a delightful family of Persians—Muff and Buster and their new kittens, Junior, Betty Jo and Smudge. Matchless illustrations in pen, wash and conte crayon. Ages 3-6. $1.75



Wait Till the Moon Is Full

By Margaret Wise Brown

An enchanting book about a small raccoon who wonders what the night is like—and finally finds out! With bright, moonlit pictures and the warmth of a happy home in it. Ages 3-6. $1.75

TONI FRISSELL'S Mother Goose

In this book of gay photographs real children act out each of the familiar rhymes and make a Mother Goose that is all their own. 34 delightful, unposed photographs. All ages. $2.50

BILLY'S PICTURE

"Margret and H. A. Rey have concocted some more fun for the small fry. Billy the Bunny and his animal friends collaborate in drawing a composite picture . . . a chuckle-provoking climax."—*Philadelphia Inquirer*. Ages 3-6. $1.00

THE STORY OF THE SOUTHWEST

By May McNeer. Lithographs by Cornelius DeWitt. In this new "Regions of America" book, America's Southwest, its history and its present, become vividly real. Ages 5-10. $1.75

COCOLO

Written and Illustrated by Bettina. Cocolo, a little donkey, lived on a tiny island until a spoiled little girl took him away. The story of Cocolo's trip back is amusing and delightful. Ages 5-10. $2.50

THE FIRST CHRISTMAS

By Robbie Trent. Pictures by Marc Simont. The wonder and beauty of the first Christmas, told in simplest words and clear, reverent pictures. "A Christmas stocking book of exceptional distinction. . . . The tender pictures have a kind of inherent strength."—VIRGINIA KIRKUS. Ages 3-6. $1.00

BEARS

By Ruth Krauss. Pictures by Phyllis Rowand. "This is fun—not only because teddy bears are very dear to small hearts, and this is all bears . . . but because the nonsense words are just the sort of repeats on sound that the child will find enchanting."—VIRGINIA KIRKUS. Ages 3-7. $1.00

Three New Harper Cloth Books

WHAT'S THAT

By Clare Turlay Newberry. 12 charming pictures in full color—a carrot, a puppy, a birthday cake, and other delightful animals and objects. Ages 2-4. $1.35

SAM, THE FRUIT MAN

By Alice Saloff. Pictures by Vera Neumann. Luscious fruits which children like best, with a merry jingle for each. 12 pages with 12 pictures in full color. Ages 2-4. $1.25

SOUNDS PRETTY

By Dan Web. Children will recognize the objects and learn the sounds that go with them from 12 pages of brightly colored pictures. Ages 2-4. $1.25

At all bookstores

HARPER & BROTHERS

49 East 33rd Street, New York 16

NEHRU OF INDIA. By Cornelia Spencer. John Day. $2.50. The story of India itself emerges in this distinguished biography of a great man, told with dignity, sympathy, and a welcome clarity.

JACKIE ROBINSON. By Jackie Robinson, told to Wendell Smith. Foreword by Branch Rickey. Greenberg. $2.00. Dramatic story of baseball's best known Negro player, who surmounted old barriers through strength of character and fine ballplaying.

THE THEFT OF THE GOLDEN RING. By Isabelle Lawrence. Bobbs-Merrill. $2.50. Superb adventure and suspense in a story of ancient Rome. Welcome companion to "The Gift of the Golden Cup," though each stands well by itself.

JUDITH OF FRANCE. By Margaret Leighton. Houghton. $2.50. The turbulent, romantic life of Charlemagne's young granddaughter in France and England. Dramatic illustrations by Henry C. Pitz.

YOUR KIND INDULGENCE. By Gladys Malvern. Messner. $2.50. Romance of the theatre in pre-Revolutionary days in an absorbing novel.

THE LONG PORTAGE. By Herbert Best. Viking. $2.50. Superbly written story about a brilliant young man with Rogers' Rangers in the French and Indian Wars. Illustrated by Erick Berry.

RIVER OF THE WOLVES. By Stephen W. Meader. Harcourt. $2.50. Youngsters kidnapped by hostile Indians learn to get along with their captors and finally escape, in New Hampshire at the time of the French and Indian War. Illustrated by Edward Shenton.

WATCH FOR A TALL WHITE SAIL. By Margaret E. Bell. Morrow. $2.50. Realistic tale about a family in Alaska carrying out a father's ambitious dreams. Excellent characterization.

HIGH HARVEST. By Elizabeth H. Low. Harcourt. $2.50. A swift-moving, convincing story of young people who struggle successfully for the steep slopes of their beloved Vermont farm.

CLAY FINGERS. By Adele DeLeeuw. Macmillan. $2.50. The courage of a young girl who overcomes a crippling illness through her work with others in ceramics.

EVER AFTER. By Phyllis A. Whitney. Houghton. $2.50. Realistic young novel of early marriage and adjustment in modern, up-to-date New York.

HIGH TRAIL. By Vivian Breck. Doubleday. $2.50. The spirit of the mountains breathes through this fine story of a girl's high adventure in the Sierras. Distinguished illustrations by Leonard Weisgard.

ROOF OVER OUR HEADS. By Marguerite Dickson. Nelson. $2.50. A young girl's efforts to clear her father's name and adjust to life in a small Maine town bring exciting adventures and real satisfaction.

THAT GIRL OF PIERRE'S. By Robert Davis. Holiday. $2.50. A French family of today returns to its native village, and is rehabilitated through the efforts of a valiant girl.

THE RED CHAIR WAITS. By Alice Margaret Huggins. Westminster. $2.75. An adroit young novel about the struggle of a modern Chinese girl against the bondage of ancient custom.

BY SUN AND STAR. By Vanya Oakes. Macmillan. $2.50. In a spirit of dedication to their country's future, a group of young Chinese students makes its hazardous way through the Japanese lines to Free China.

THE ISLE OF QUE. By Elsie Singmaster. Longmans. $2.25. Strong and beautifully written story of a boy's domination of his fear, and his asumption of responsibility in the face of a disastrous flood.

FROM THE GROUND UP. By Canfield Cook. Crowell. $2.75. Against all opposition, a young air transport veteran achieves his dream of an airport for his home town. A convincing career book.

SNOW DOG. By Jim Kjelgaard. Holiday. $2.50. A gripping story of a wild dog who by his stamina and intelligence survives in the wilderness. Illustrated by Jacob Landau.

WILD HORSE. By Glenn Balch. Crowell. $2.50. A boy's absorption in a wonderful wild horse is the core of an exciting tale with an unusual and satisfying ending.

SPECIAL INTERESTS

IN BIBLE DAYS. By Gertrude Hartman. Macmillan. $2.50. Old and New Testament stories presented in a continuity that is both easy to read and absorbing, interpreted from a modern point of view. Illustrated by Kathleen Voute. (10-14)

BUILDERS OF THE OLD WORLD. By Gertrude Hartman and Lucy S. Saunders. Little. $3.00. Amazingly comprehensive, well-told history of the world, from primitive days to the year 1600, in 468 pages. Beautiful illustrations, many in color, by Marjorie Quennell. (10-14)

STORY OF THE NEGRO. By Arna Bontemps. Knopf. $3.00. Much-needed dramatic story of the courageous struggle for freedom of the Negro people, from their beginnings in Africa to the present day. (12 and up)

THE WILD WILD WEST. Written and illustrated by James Daugherty. McKay. $2.50. Stirring vignettes of the opening of our West, done in robust drawings and verse. (12 and up)

IN NORWAY. By Gudrun Thorne-Thomsen. Viking. $3.00. An inviting picture of life and places in Norway. Distinguished illustrations by Eyvind Earle. (11 and up)

STRANGE PREHISTORIC ANIMALS AND THEIR STORIES. Written and illustrated by A. Hyatt Verrill. Page. $3.75. Interesting account of strange animals, prehistoric, mythical, fabulous and living. Absorbing reading. (12 and up)

TRUE ZOO STORIES. By William Bridges. Sloane Associates. $2.50. Fun and facts about all the animals who live in the zoo. Excellent photographs. (5-9)

PICTURE BOOK OF THE WEATHER. By Jerome S. Meyer. Lothrop. $2.00. The old adage, "we shall have weather, whether or not" is made into a fascinating picture story with the reasons for all kinds of phenomena. Illustrated by Richard Floethe. (8 and up)

RIDING THE RAILS. Written and illustrated by Elizabeth Olds. Houghton. $2.50. Picture-book history of American railroads from earliest days until today. Text slight but informative, with graphic illustrations. (8-12)

GOING UP. By Jack Bechdolt. Abingdon. $2.00. Crisp text and lively drawings combine to give a fascinating picture of the background of our modern elevator and its relatives. Illustrated by Jeanne Bendick. (10-12)

CHILD'S BOOK OF CARPENTRY. Written and illustrated by Jeanne Taylor. Greenberg. $2.50. The book your young carpenter has been waiting for. Helpful to parents, too. (8-12)

LET'S MAKE A LOT OF THINGS. Written and illustrated by Harry Zarchy. Knopf. $2.50. Simple, clear instructions and illustrations to guide beginning craftsmen in making things of metal, leather, and clay. (10 and up)

LET'S LOOK INSIDE YOUR HOUSE. By Herman and Nina Schneider. Scott. $1.50. Young scientific experiments with water, heat and electricity, simply written, illustrated by Barbara Ivins. (8-12)

TRICKS EVERY BOY CAN DO. Written and illustrated by Joseph P. Todd. Hart. $2.00. Easy, ingenious tricks which can be done with home materials, simply described and illustrated. (9 and up)

CODES AND SECRET WRITING. By Herbert S. Zim. Morrow. $2.00. A book to fascinate every boy and most girls. Contains codes, ciphers and suggestions on how to break them. (12 and up)

EXPLORING ART. By Luise C. Kainz and Olive L. Ripley. Harcourt. $3.75. Many aspects of fine and applied art in a vivid and stimulating textbook. Splendid reproductions relate the work of students to that of the great masters. (12 and up)

On the Air

AND NOW—TELEVISION *

THOSE parents who have begun to feel that they have mastered the problems presented by radio in their homes, will no doubt soon be yearning for the "good old days" when they had only sound to cope with!

Television is no longer "just around the corner." It is here—not yet in the homes of millions, as radio is, but available nevertheless in enough homes, shops and public places to be reaching a very sizeable audience, including, of course, children. Whoever installs a television set finds his home immediately inundated by youngsters, especially in the late afternoon hours. In Hoboken, New Jersey, recently, the police found it necessary to clamp down on some big-hearted saloon-keepers who were clearing out their regular patrons from the bar each afternoon from five to six "to let the kids come in and see the television." Certainly a novel setting for "the children's hour"!

So far, television's "kiddie shows" have shown a marked departure from the stereotype of radio's juvenile programs. Adapting movie and vaudeville techniques, they have offered animated cartoons, puppet shows, children's parties, contests and amateur hours with audience participation. To date there is a notable absence of box-top appeal, a lack which parents applaud more than children do. For the most part these programs have been kept on a childish level, replete with slapstick, nonsense and hubbub. Even the titles label them as designed for the kindergarten set: "Howdy Doody," "Scrap Book," "Small Fry Club," "Junior Frolics," etc. And Ireene Wicker's nursery stories and songs, which have long since disappeared from the air, have been revived for the young television audience. In this respect television has succeeded where radio has largely failed, in offering programs for very young children.

Like radio, however, television cannot select its audience, and boys and girls are not easily pried from their seats after the "kiddie show" is over. Revivals of the old-time western thrillers, intended for adults, are lapped up by the same young audience that has loved the radio adventure serials. But with this difference: in television the action is much more graphic. Shooting frays and café brawls are vivid, with victims "biting the dust," "dead" riders falling from their horses, guns "pouring lead," murdered corpses being tossed about and frisked—all in the day's work for a ranger. There is nothing new about this type of entertainment, or about the fact that children love it. What is new is that it now becomes available to any three- or four- or five-year-old who happens to be within range. Toddlers sit before it entranced, literally spellbound. Six- and seven-year-olds throw themselves into the action with physical gestures and shouts of "Get 'im!" "Drop that gun!" etc. Television is twice as compelling as radio!

The problems it raises for parents are, or soon will be, twice as compelling, too. Children too young—or too sensitive—to be exposed with impunity to so much pictured violence will have to be safeguarded—and parents will have to find ways to do this. Children of school age who have developed a technique for listening to radio along with other activities—homework, for example, or washing dishes—will find that they cannot similarly watch television "out of one eye." Yet essentially the parents' job will be the same, calling for sympathy with children's interests, wise management of time, and sane guidance in selection.

For older children and young people, television offers really thrilling fare: sports—they can actually watch the World Series, play by play, in some distant city; news—they can meet face to face the personalities who are making world history; politics—they can sit in on party conventions and actually watch the wheels go round; travel—they can view the native life, as it is lived day by day, in India, China, Mexico, Palestine; drama—they can see the best plays, modern and classical, adapted and beautifully presented with talented acting. What opportunities for expanding children's experiences and range of vision!

If we are wise we will capitalize on the fascination this new medium holds for children, to make it serve them more fully than radio has. Visual images, it is said, make deeper and more lasting impressions than auditory ones. Now is the time, while it is still in its beginning and formative stage, for educators and parents to explore its manifold possibilities. Instead of censuring barkeepers for letting the children in, we might better see to it that somewhere in the community the children will have a chance at television,

(*Continued on page 26*)

* An excerpt from the pamphlet "Comics, Radio and Movies: They Speak to Our Children," a forthcoming publication of the Public Affairs Committee.

Suggestions for Study Groups

The following outline is based on the articles in this issue on the general theme, "Child and Parent: A Two-Way Education," and is offered as a guide to readers who wish to use CHILD STUDY as source material for group study and discussion. The department is edited by Margaret Meigs.

THE MEANING AND MANAGEMENT OF AGGRESSION IN CHILDREN

HATE IN FANCY CLOTHES

BACKGROUND FOR DISCUSSION:

Adults express in roundabout ways the hostility built up in the course of their early childhood frustrations and anxieties. Much of this is suppressed (consciously held in check) or repressed (not admitted to consciousness at all). If repressed, this hostility reappears disguised variously as illness, depression, self-punishment. Family life, especially parenthood, permits hate to reappear as virtue: thwarting, hurting "for the child's sake," and thus only producing another individual full of hostile feelings.

The Parent Counselor attempts to help parents to recognize and understand the way in which they have carried over into their relations with their children the old problems of their own childhood. When this insight is fully attained, a parent will feel differently, and so be free to act appropriately in situations formerly found overwhelming or intolerable. This understanding implies tolerance, but also well-planned guidance by the parent, rather than passive acceptance of the child's behavior.

TO DISCUSS:

Trace the way in which a parent's own unresolved conflicts about some childhood situation may affect his or her handling of a child's problem. (See Helen Witmer: *Psychiatric Interviews with Children*, N. Y., Commonwealth Fund, 1946, for examples.)

Discuss the grandparents' role in the family in the light of these articles.

Where do we need more passive acceptance of children's behavior, and where more active guidance? Illustrate differences.

PROJECTS:

Dramatize a parent-child problem for your group. American Theatre Wing Community Plays, 730 Fifth Avenue, New York 19, N. Y., has a 20-minute sketch, *The Universal Heckler*, dealing with anxiety and its influence on human behavior. The script may be obtained for 25 cents.

Arrangements for a professional performance may be made by groups within a radius of fifty miles of New York City for $42.50, plus transportation costs for the cast of six.

BOOKS AND CHILDREN'S EMOTIONS

BACKGROUND FOR DISCUSSION:

The mental hygiene aspect of children's literature is a relatively unexplored field. It is doubtful that the directly moral tale, in which virtue is rewarded and vice punished, is as effective in children's education as the subtler story in which a child can understand something of his own feelings and those of others, through identification with book characters. Stories offering satisfying outlets for unsanctioned feelings of hostility and aggression, or providing vicarious thrills, may have a therapeutic effect. Children's favorite stories are often those which have a special appeal for the child, and may not be the ones which adults would select as the best literature. When a child is read to, the reader's feeling about the story is a factor in the child's reaction to the material.

TO DISCUSS:

Comics. Fairy Tales. What lure do these have for children? Why is the adult reaction often so different? Note differences in children's interest according to their different personal situations. Note differences in interests of children at different ages.

Discuss favorite childhood books of Study Club members. Why were they favorites? Are they popular today?

PROJECTS:

Plan a special exhibit of children's books which will emphasize the different psychological values.

Report on new books for children. (See page 13.)

EDITOR'S NOTE: Due to lack of space, one of our regular features, "Parents' Questions," has been omitted from this number of CHILD STUDY. It will appear again in our next, the Spring issue.

TOYS

Games
Lingerie
Gloves
Bags
Muffs
Raincoats
Sweaters
Blouses
Robes
Afghans
Pram Suits
Carriage Robes

and everything else you can think of
for boys up to six, girls through their teens

at **Jane engel** Madison at 79th, New York 21

HATE IN FANCY CLOTHES

(*Continued from page 4*)

The fact is that good and bad fortune does not distribute itself evenly among populations as one would expect if random chance alone were operating. There are some people who get more than their share of bad breaks and others who seem to lead charmed lives, moving from one type of happy situation to another. This cannot be fate. It must be something engineered from within.

In addition to the physical, the moral and behavioral forms taken by repressed aggressions within the individual, they also operate outside the individual. No matter how much we push it down, no matter how much of the slack we take up in our own body and personality, aggression still comes out in the environment, usually camouflaged as something else.

In the family we may not lose our temper, we may appear to be calm. We hate no one, we love everybody, yet we are constantly criticizing and nagging or humiliating someone with our sarcasm. That is not hate, we think, because it is for somebody else's good! After all, we have to teach the children manners, build their characters, bring them up. We have to see that our spouses are well dressed, or keeping up with the Joneses. In society, too, we never "hate," yet we are always agitating for some political cause or ideal. We are anti-Nazi, anti-Catholic, anti-Russian, anti-Semite, anti-Rich. We call this agitating for our rights or our political beliefs. If the hate that comes out in this form stopped with violent after-dinner arguments, it would be harmless enough; but unfortunately it extends to the implementation of wars. There is an unbroken continuity between the seemingly innocuous political argument we hold in our drawing-rooms and the arguments held in the Kremlin, or in a room where two statesmen seem to be working out some economic plan but are actually working out their own deep unconscious grudges developed years ago in the nursery. Psychologically, there is little difference between an angry child flinging his toys around and the adult in a position of power forty or fifty years later flinging armies and navies around.

How do aggressions arise in childhood and how do they come to be repressed? The development of these emotional dynamos in the individual starts almost with birth. From then on almost everything we do *to* the child (which we call doing something *for* the child), is calculated to provoke a certain amount of aggression. It is almost impossible to try to compress five thousand years of civilization into five months or five years without developing extremely powerful, reactive aggressions. When we begin to train the infant, to "civilize" him, the first thing we do is to wean him from his self-regulatory schedule to one that fits our needs. What happens? Crying, bawling, rage, aggression and hate. This is not hate against the bottle, it is hate against us, the first starting up of the dynamo.

When we train the child to bowel discipline, we add more to these reservoirs of hate which later will seek all sorts of outlets. But as he begins to react aggressively, we force him to inhibit the very aggression created by these stringent disciplines. This provokes even more aggression and also sets the pattern whereby aggression must be repressed. On top of all this we superimpose our own aggressions on the child. The minute he is born, he is not just Junior, but unconsciously to us our own mother or father, brother or sister; and we begin to work off on him all our own unresolved hostility which is looking for outlets. This we cannot help, because we are not conscious of it. We use the parent-child situation provided by our culture as a rationalization for being rejecting or humiliating or depriving or punishing. "This is necessary," we say. "This is character-building." And so, to the amount of aggression that is unavoidable, if we are going to wean and train a child, we superimpose the still unresolved aggressions we bring from our own childhood.

In forcing the child to inhibit and repress his aggression, we encourage the passive, the submissive, the "good" child. But even in this child, we have not disposed of his aggression but have merely diverted it into other channels. As the child becomes tractable and "good," he immediately begins to have bowel or sleep disorders, or other symptoms of repressed aggressions, and begins to show some of that apathy which later manifests itself in a flat, depressed personality.

Unfortunately, too, no matter what we adults do or do not do, children tend entirely by themselves to repress their own aggressions. There seems to be an irreconcilable conflict between their need to love and to be loved and their need to hate and to express that hate. Though they may wish to destroy the object on whom they are totally dependent, whom they must love and from whom they expect and need love, they cannot destroy that object even in fantasy, and so must repress the fantasy. They cannot run the risk of jeopardizing love, so they themselves tend to develop internal mechanisms which later aid in the repression of aggression. This is markedly magnified

when the child gets to be four or five or six, in the so-called Oedipal stage of development, when the fear of reprisal and punishment becomes quite severe. This is the stage when many children develop their own quite rigid internal mechanisms of repression.

On top of all this, our culture contrives to support this inhibitory mechanism. Except in wartime, our society places a premium on the unaggressive individual. We have a cultural ideal of a soft-spoken, mild-mannered, courteous gentleman or a womanly woman; and although we encourage the vertical rise of ambition, which is only another outlet for aggression, our ideal picture of what goes on at the top levels of society is always of people so highly polished even in their speech that nothing aggressive ever occurs.

Even our schools support these ideals. We teach children to be quiet, to sit still, to turn the other cheek, not to get into fights, not to say naughty things to the teacher. In camps we encourage the same attitudes. In colleges, in all our clubs and social organizations we place an amazing premium on the soft-spoken, mild person.

What can we do about this situation? What can we do about our physical, emotional, or behavior maladjustments, our political maladjustments and the fact that we are all looking for vehicles upon which to drain off our repressed aggressions?

The first thing is to keep agitating for skilled parenthood. Nobody yet can tell us exactly how to bring up children; but we do know a few things that, by comparison with the past, enables us at least to work in the direction of skilled parenthood.

The second thing we can do, hopeless on a large scale, but individually possible, is prophylactic psychiatry. We may not be able to obviate to any great extent the aggression that must develop in a child if he is to be weaned and trained, but to some extent we can avoid superimposing additional aggression by parents. Although we accept prophylactic medicine, preventive dentistry and health insurance, a prospective parent would never think of going to a psychiatrist and saying: "I am going to submit myself to you. I have had no children yet but if you find any of these strong aggression patterns in me which will inevitably begin to work themselves out on our children, see if you can help me to do something about it now."

The next thing we can do is to try to alter somewhat our cultural ideals, and in this respect our Anglo-American culture is perhaps the worst offender. We cherish the ideal of passivity as a noble quality. A marriage is supposed to be perfect if no unkind words have passed between the partners for years and years. But we do not realize what a price we pay in order to conform to such an unrealistic ideal. An elderly couple will claim never to have had a cross word in thirty years of marriage, yet to maintain such a fine record, one partner has developed chronic heart disease and the other arthritis, and both are in wheel chairs.

We need to recognize that people should be easier on the trigger, should quarrel if they have something to quarrel about. They will feel better and will not develop backaches and depressions; they will do better work and have more fun. Once something comes out, it is quickly dissipated, but when it is dammed back in a chronic vicious circle, it is never dissipated.

Again we have an idea that parents should never quarrel before their children. That is unrealistic. If parents succeed in eliminating any sign of disagreement in the household, it gives the child a false picture of life. Seeing that no one else is aggressive emphasizes the child's need to repress his own aggression. He identifies with the inhibited parents and sets up patterns of repression which persist throughout life. I have never seen any harm result from parents arguing before children. I am not speaking about those marriages made in hell where people are chronically quarreling and bickering, day in and day out. But when disagreements come up in ordinarily comfortable marriages it is much more realistic to let the child see that parents may quarrel and that aggressions expressed are neither ugly nor fatal.

Again, we must learn to tolerate more aggression in children, and not automatically label it with such terms as "bad" or "naughty." This is difficult, and there are no simple rules since each case is individual. It is necessary to allow the child more verbal expression of aggression. We should not be so offended if the child calls us "stinker," or if he gets into a rage of abuse because we send him to bed. Even if he actually tries to hit us we should not retaliate with physical punishment or indeed any severe punishment, which will make him feel that any expression of aggression is wrong.

Society itself needs to work out some means for providing better vehicles for draining off mass aggression. This, however, is a social problem, a matter of social engineering, a government concern about which individual people can do very little by themselves. At present it is sufficient that as teachers and educators we are focusing on the problem of aggression in individual children, handling it with greater understanding, and learning more about the devious and destructive paths that repressed aggression can take.

Report from London

THE Child Study Association was represented by two delegates to the International Congress on Mental Health, held in London last summer, from August 11 to 21—Anna W. M. Wolf, family counselor and senior staff member, and Mrs. George Van Trump Burgess, Vice-President of the Association, and Chairman of its Pamphlet Committee.

The Congress, the first international group to consider the problems of mental health and world citizenship, included not only psychiatrists and psychologists, but anthropologists, sociologists, educators, social workers, ministers and priests. Fifty-two nations were represented, and about two thousand delegates took part. The Soviet Union, though receiving repeated invitations, did not respond. Perhaps the most unusual feature of the Congress was the fact that in addition to papers read by individual delegates, such as Anna Freud, Julian Huxley of UNESCO, Dr. Carl Binger, and Dr. Brock Chisholm, Executive Officer of the World Health Organization, and leading psychiatrists from many countries, mental health groups all over the world had previously prepared several hundred papers on various aspects of the problem. These, read and digested before the Congress opened by the International Preparatory Commission of which Lawrence K. Frank was chairman, were reported to the delegates and became part of the recommendations finally made by the Congress to the World Health Organization.

Reporting on her personal experiences at the Congress, Mrs. Wolf said, in part: "There were no dramatic moments, no scientific pronouncements. There is certainly nothing new in the discovery that the relation between a child and its parents is the force that makes or mars personality—that 'it's love that makes the world go 'round.' But to hear this documented over and over again and substantiated by clinical material of a highly technical nature, was new, and, somehow, old concepts took on new meaning. The impressiveness of the Congress lay in its cumulative effect. . . . There was also a general awareness of the importance of creating the kind of society favorable to mental health. This recognition that society itself is the patient was, in my experience, a new note in a meeting of science specialists."

Mrs. Burgess, one of the few laymen to participate in the sessions, when interviewed upon her return, said, in part: "Although the Congress was in no sense a political body, yet its deliberations have a political implication: coloring and animating all the discussions was the sense of *interdependence* of sciences upon each other, of nations and of individual human beings. In this sense the Congress did think in 'world terms.' "

All the American discussion groups, known as "commissions," which prepared papers for the Congress, were asked to concentrate on the problem: "What has war done to the children of the world and what can we do about it?" In this connection, the staff of the Child Study Association prepared and forwarded to the Congress a number of papers. Some of these appear in this issue.

For further information about the findings and conclusions of the International Congress on Mental Health, address International Committee for Mental Hygiene, Inc., 1790 Broadway, New York 19, N. Y.

BOOKS AND CHILDREN'S EMOTIONS

(*Continued from page 6*)

must be adapted to two sets of needs: those of the child to whom the story will be read, and those of the mother or other adult who will do the reading."

For older children, however, the direct values of self-recognition or identification in their reading need not be impaired by an intermediary adult. Realistic stories about children and family life may offer them the deep comfort of reassurance and security. Little girls of several generations have derived this comfort from such books as *Little Women,* and small boys find the vicarious satisfaction of being disapproved and redeemed in such warm and understanding stories as *Penrod.* At this age, too, the longing for a pet of one's own finds expression in realistic stories of animals and their devotion, particularly in such stories of boy-and-dog or girl-and-horse companionship as *The Dog That Came True* and *Starlight* or the deeply emotional story of *Black Beauty.*

Outstanding among stories which realistically mirror the child's own inner world is Dorothy Canfield Fisher's *Understood Betsey,* which deals with the emotional maturing of a little girl who found it hard to grow up. Such stories of rejection as *Heidi, Nobody's Girl, Sara Crewe,* have wrung tears and perhaps brought intensely personal comfort to countless young readers who identify with the storied children. More recent writers, however, have tended away from this subjective approach in children's stories. The result has been a noticeable lack of emotional depth in the contemporary literature, most of which offers opportunities for identification only on an action level.

Notable exceptions are such recent stories as *The Lavender Cat,* the story of a nameless waif following the charcoal burners; *Adopted Jane,* about a little girl who finally "belongs"; and *The Divided Heart,* which deals with the devastation of divorce.

But while such patterns of *personal* rejection are few among the new books, there is a growing body of literature presenting *social* rejection in contemporary life. Some recent books deal with the plight of the foreign-born child in an American school (*The Hundred Dresses*), the tragedy of migrant children longing for a "real house" to live in (*Judy's Journey*), the problems that beset children of minorities—Jewish, Negro, Japanese-American (*All-American, Anchor Man, The Moved-Outers*). Such books may have their principal function less as education of the secure majority in understanding than as support and solace to children in the rejected groups.

One cannot overlook the need of many children for action and valorous deeds vicariously experienced through reading. Boys especially, but girls, too, often choose to sample danger and violence within the safe protection of adventure tales. Until they are old enough to channelize their aggressions into socially useful action, civilized living offers them little opportunity for adventure. This is one function of books.

There is, too, that large segment of children's reading which is in the realm of pure fantasy, whose emotional patterns are so symbolized as to disguise them even from the reader himself. For years controversy has raged concerning the values and dangers of fairy tales and other fantasy reading for children. The literature of psychiatry and psychopathology offers widely varied and often opposing views on the validity of this kind of escape into fantasy and the disguised symbolism of the classic folk and fairy tales. The morality of these tales is also questioned, since many of them glorify moral attitudes and behavior which have long since ceased to be accepted practice in modern living. The triumph of cunning and deceit, the survival of the craftiest and often of the laziest, the success of cruelty or dishonesty—all these patterns abound in the classic folk literature and are challenged as confusing for today's children. On the other hand, certain patterns in these tales would seem to offer immense comfort to children, small and frustrated in a world controlled by adults: Cinderella is rewarded for her humbleness; the hungry cat for her cleverness; it is the youngest son, and the twelfth princess who win the prizes in contests with siblings; the ugly beast wins love and is thereby transformed into a happy prince, and so on.

It has been questioned whether wish fulfillment by magic devices helps children to solve their problems, or only encourages further retreat from grappling with them. One does not know. Other questions are raised too: Will identification with the symbols in certain of these basic stories give a child wholesome outlets for aggressive feelings not easily expressed in real life, or will it merely intensify his aggression? Will punishing the witch-mother or the giant-father satisfy the young reader's unconscious wishes or will it overwhelm him with guilt? The answers to these questions will perhaps be different for different children.

The very survival of many of these tales through generations of adults and children seems to suggest that they have met some universal human needs for many of us. Perhaps the use of fairy tales is a matter of selection and timing rather than of general acceptance or condemnation. For some children, of certain ages, at certain times, under certain circumstances, a particular story may be either helpful or devastating. A child who is struggling with the problem of a new baby brother, for example, might be overwhelmed by such a story of rejection as *Hansl and Gretel,* which, to a more secure child, may provide deeply satisfying patterns of love and hate.

It is noteworthy that while the traditional folk and fantasy literature abounds in action and violence, modern fantasy is mostly light-hearted, humorous and lacking in villainy (*Mary Poppins, Winnie the Pooh,* etc.). Perhaps this is in line with our modern tendency to protect children from contacts with ugliness and brutality—perhaps it is also one reason why our children turn to comics for strong red meat in a contemporary package.

As they grow into adolescence, both boys and girls look for hero patterns in their books, and these they may find in stories of people who achieved great things, often against great odds. Recent years have produced a flood of biography for young people, much of it of excellent quality and lively appeal. A wide range of choice makes it possible for young readers, according to their bent, to identify with actresses, ballplayers, musicians or generals, and, of course, historical heroes and champions of great causes. Watching young people and their free choices among these books, one must conclude that they derive not only inspiration but a deep satisfaction in identifying with their chosen heroes or heroines. For many there seems also to be a comforting sense of security and outlook for the future in vocational stories, of which today there is an increasing variety. Happily these have tended, in recent years, away from

the fantasy level (the Horatio Alger pattern for success) and some, at least, have come to grips with the challenging, and not always pleasant, realities of working and earning.

Yet, however stimulating and inspirational such reading may be to young people, it is important that parents and teachers should understand the limitations of the function of books. There are things which reading can and cannot do for children. Books cannot substitute for experiences, though they may in certain ways and to some extent compensate for the absence thereof. Neither can reading motivate emotions, overcome defects or revise personality patterns. Parents, always purposeful, often look to books to solve their children's problems: as, for example, the mother who wants a book glorifying friendship for her bookish eleven-year-old "who doesn't know how to make friends." The book, in this case, is expected to stimulate the desire and improve the techniques for friendship. Another mother seeks a book about Florence Nightingale to inspire a spirit of service in her little girl "who is so selfish." This kind of wishful thinking in reading guidance is not only fruitless—it may also jeopardize the whole experience of reading.

Parents have, however, a unique role in relation to their children's reading. The librarian has, as her major purpose, the cultivation and encouragement of the child's taste for good books. The teacher is largely concerned with reading technique and subject matter, and with supplementing the school curriculum. To the parent remains the task and the privilege of suiting books to the child's moods and emotional needs and of being ready to help the young reader talk out problems and perplexities which may be released by his reading.

There is a considerable body of literature about children's books intended to aid in selection. In most of this literature the deep satisfactions which reading may bring are cheerfully taken for granted in urging that children and books be brought together. However, at present the literature specifically dealing with children's books shows a surprising unconcern with their potentialities for mental hygiene.

There are, however, hopeful beginnings of greater awareness of this aspect of reading. In my own book, *What Books for Children* (Doubleday, 1941) children's reading is discussed largely from the point of view of the emotional needs it may serve. More recently, May Hill Arbuthnot introduces her excellent college textbook *Children and Books* (Scott Foresman, 1947) with a brief survey of children's emotional needs: "The need for security, the need to belong, the need to love and be loved, . . ." and suggests ways in which certain books or types of books may meet these needs.

Paul Hazard makes, perhaps, the most penetrating and thoughtful contribution. In his deeply understanding little book, *Books, Children and Men,* he analyzes with sensitive insight children's selectivity and response to books and pleads for their right to books that "enable them to share in great human emotions—that teach them not to despise everything that is mysterious in creation and in man."

As to what constitutes a "good book" it is difficult to know. Sometimes a book of ephemeral value may truly serve a child's present need. Sometimes writing of no particular literary quality will genuinely stir a young reader's emotions. Each of us remembers from our own childhood some book, long since fallen into public oblivion, which was nevertheless for us a moving emotional experience.

We have today more children's books and more children reading them than ever before. We have learned much, since the days of *Strewwelpeter,* about their values in a child's life. But the effect of literature upon children's emotional health is a still uncharted area, offering a fertile field for further investigation and study.

ON THE AIR

(*Continued from page 19*)

in suitable places—not struggling to see it in store windows over the heads of adult crowds. Instead of berating the showmen in television, as we have in radio and movies, we will do better to get together with them *now,* to work out ways for utilizing the values and capacities of this challenging new resource.

As its box-office value as an advertising vehicle grows, it will no doubt cater to wider audiences and hence to a wider range of tastes and interests. It will gear its standards to the tastes and capacities of the greatest number of listeners. If we, the public, in large enough numbers, clamor for good material, that is what we will get. But "good" will be determined again, as in radio, by majority, not minority, taste.

Parents and teachers can do much to shape that taste, for themselves and for their children. With intelligence and forethought we can help determine whether television is to be an asset or a nuisance. Skillfully used, it seems likely that television can widen cultural and educational horizons for our children to an extent never before attained by text-books, movies or radio.

JOSETTE FRANK

The Editors' Mail

We Invite Your Comment

The editors of CHILD STUDY need your comments upon the contents of our magazine. For the most helpful answer received to the following questions, we will send free a copy of "We the Parents," by Sidonie M. Gruenberg. Write briefly and explain the reasons for your preferences. Letters must be mailed by January 1, 1949.

1. Which article in this issue have you found most helpful and interesting and why?
2. Which topics have interested you the least and why?
3. What subjects do you wish to see treated in future issues?
4. What regular features—Parents' Questions, Suggestions for Study Groups, Radio, Children's Books, Book Reviews—do you find most useful?

Are you a parent, a professional worker or both?

Address Editors, CHILD STUDY, 132 East 74th Street, New York 21, N. Y.

DEAR EDITORS:

Please, let us have more articles like the one in the Fall issue of CHILD STUDY by Theodore L. Trost, Jr. "Youth Needs to Share Responsibility" was a perfectly amazing article to have been written by an eighteen-year-old who is not yet in college, and very revealing to those of us who are attempting to guide parents in the rearing of their children. It is important that we understand the youth's point of view.

MRS. IVO SCIARRA,
Cincinnati, Ohio

DEAR EDITORS:

Could you inform me as to whether or not any studies have been made on children who have been raised primarily by nurses or governesses rather than by parents? I should be interested to know if, on the whole, their feeling of security and ease of adaptation is equal to that of parent-reared children.

I am wondering about this because I, and a good many of my friends, spent most of our time with nurses during the formative years, to our disadvantage, I think, for these reasons: First, nurses are not usually well educated, especially where child psychology is concerned, and the majority that I have observed tend to be over-rigid and didactic even when sympathetic. Second, American parents have generally chosen nurses who are either Scotch, English, French or German and who perhaps do not rear children to live as comfortably in the American culture as their parents might.

In the third place, nurses are not usually constant. They change—sometimes every year or so—and each time the child must struggle, and often endure real misery, to set up a new relationship. Furthermore, a child whose every need is filled by his nurse will often love her more than his parents for a while, but at the same time he knows that it is considered right to love his parents most, and this may arouse a feeling of confusion and unhappiness.

Statistically I may be wrong, but it seems to me that the children I knew who had nurses were generally shyer, less cooperative, and more afraid of things like going to the doctor than the parent-reared children that I see around me now. My own little girl is spending her first year in an apartment building containing sixteen families and twenty-two children, and since all the parents consist of college teachers and their wives, a nurse is unthought of. Each one of the children who is old enough to get around is bursting with friendliness. Though all of them are problems at times, not one of them seems to be experiencing a shy stage, and they range in age from two months to ten years.

This sample and the one taken from among my own childhood friends are too small to mean anything, of course. But if you know of any articles or chapters that have appeared on the subject, I would appreciate it very much if you would list them for me.

Sincerely yours,

JOAN GARRATY,
East Lansing, Michigan

CHILD STUDY knows of no study which investigates the differences in personality between children reared by nurses and those brought up by their own parents. Despite the fact that the number of children reared by nurses is proportionately small, Mrs. Garraty's observations offer an interesting field for investigation. If any of our readers know of such a study we shall be glad to hear from them.

THE EDITORS

MEANING OF MANAGEMENT OF AGGRESSION

(*Continued from page 8*)

to think they have found a *new* formula for the perfect child. Just let him follow every whim and fancy and he will surely "grow out of" any disturbing phase that comes along. Through this philosophy too many parents have become overpermissive, their controls inadequate; they fail to offer their children any education, or to confront them with realistic standards. It then becomes necessary to show parents that loving a child means imposing some restrictions as surely as it means giving gratifications. The important thing is that these restrictions should go hand in hand with love, with sensitivity to a child's readiness to learn, with enjoyment of day-to-day living together. Most parents will discover that as they learn to control their children with good humor instead of with anxiety and tension, children become happier, more loving, more in tune with living. When this happens, parents gain confidence in their own capacities and children respond favorably to their parents' greater ease.

It would be fortunate if parents could seek guidance early in a child's life. Often, however, they struggle along until school age and then seek help only because they are faced with outside criticism. Their child, according to others, is the school or neighborhood bully or a cry-baby, a sissy, a "poor sport." It is hard to say which mother feels more threatened, the one whose child terrorizes others with acts of violence, or the one whose child stands helplessly by, dissolving in tears, when others lord it over him.

The parents feel deadlocked, and indeed have reason to feel so, since these consequences are linked with so much in the child's training that has gone before. When such parents come for counseling, it takes time and tact to show them the connections between present and past events and enable them in some measure to retrace their steps. The overaggressive bully must be recognized as the child who, in all likelihood, has been severely handled or denied the fair fulfillment of his early instinctual needs; he needs love continuously from his parents, not retaliation. Yet he also needs "good" parents who take sides with his own conscience and help him to control his own acts of hostility.

So, too, with the passive child and the sissy, the child in whom healthy self-esteem and assertiveness have been denied. The anxious, overprotective mother, herself afraid to be active, is often at the base of such a development. Just as often, however, it is a dominating and competitive parent who has refused to give free enough scope to the child's active impulses. With help, both types can learn to understand how they themselves built into their children the very traits they deplore. They must be shown that it is worse than useless to demand the impossible ("If Johnnie hits you, hit him back"). Such children must be seduced, as it were, into activity, through non-competitive skills at first. Through hobbies and creative enterprises a child may gradually learn to overcome anxiety and be led again to the road of healthy self-assertiveness.

Early childhood offers an unparalleled opportunity to recognize and to mitigate the many types of resentment born of the child's fear of losing parental love. It is around just such fears, quickly repressed into the unconscious, that there may develop hostilities that last a lifetime, unless parents are aware of what burden the child carries and are ready with help.

Nowhere, for example, will the parents' understanding and skill be more severely tried than during that great crisis of life, the arrival of a new baby in the family. Now even the most loved and gratified child is forced to renounce sole possession of his parents and accept a rival. Sometimes a child will appear to love the baby yet turn against the parents; another child may express his conflicts through bedwetting and other regressive behavior; still another may treat the newcomer with overt hostility. And even when overt expression of hostility is screened because of the child's own sense of guilt, he may betray his repressed hostility through anxiety or other symptoms.

Parents need constant help in understanding that the apparent reaction is not necessarily the whole truth. The child who appears to love the baby unreservedly often has unconscious resentments toward him. The child who seems unmitigatedly hostile also has moments of genuine love and tenderness for the baby. It becomes the parents' task to support and promote this positive aspect of his ambivalence, while accepting the presence of negative feelings, too, as part of the child's normal endowment. Parents must learn that while still loving the difficult child, they must take sides with the child's own conscience; they must limit his acts of aggression without denying his right to feel aggressive; they must support his forward-moving impulses toward maturity, yet do so with patience and understanding.

The same general principles apply to the handling of the hostility that is an inevitable part of every child's attachment to his parent of the opposite sex. The little boy's confident assertion, "I'm going to marry my Mommie when I grow up," may give way

to tempestuous and provocative scenes in which he is actually attempting to capture his mother through thinly disguised erotic excitement. If the mother has achieved balance and understanding, she can learn to tolerate and control such displays without further complicating the emotional involvements; but she often needs the steadying voice of the counselor to see her through these trying moments. Similarly, the small girl may react to the disappointment of the father's inevitable rejection of her by turning against him.

It is during this phase that the father becomes increasingly important for the child's normal development. If his love for his son finds expression through interest and companionship as well as through the imposing of necessary restraints, the small boy's hostility can be mitigated and he is enabled to form the masculine identifications so essential for normal male functioning. And the little girl, if her future heterosexuality is to be secured, must be able to warm herself in her father's love.

The roots of hostility will often be found in the child's sense of insecurity, an insecurity springing from a variety of sources which one cannot know without studying the individual. Essentially, the insecure child doubts his ability to hold his parents' love, because he is aware of harboring forbidden thoughts or engaging in forbidden acts. He wishes, perhaps, for the removal of a rival parent or sibling; or he may be preoccupied with sexual ideas or sex play. In the face of a flood of guilty and secret fantasies with which he is unable to cope, the child can hardly escape the belief that punishment will surely catch up with him. The conflicts to which the situation gives rise lead him to negative behavior.

Parents can be helped to understand that if controls are too severe and too frustrating, if they approach the child in a rejecting, punitive spirit, they only intensify hostility. Chronic rebellion in children is often the result of identification with just such hostile parents. But it is far from easy to make those mechanisms clear. Angry parents are likely to be self-righteous. If the child will just be "good" instead of "bad," they reason, there will be no more punishments. Why should they be kind to a child who persists in unruly behavior? Here, we suspect, is one of the points where group counseling is ineffectual and where parents can be helped only by individual interviews. Through a closer relationship to a counselor, they may be enabled to review and ventilate some of the half-forgotten bitterness that they have harbored toward their own parents.

During the school-age period, every activity that opens up possibilities of legitimate power and justified self-esteem strengthens a child in his struggle for inner security. But there is always the danger of the overzealous parent determined to make a child a wide reader, a good musician, socially "popular," a "leader," goading him toward interests he does not yet feel. Unless parents are patient and willing to accept the unevenness of a child's development, their ambitions may provide further fuel for the child's feeling that he is unacceptable to them.

During the period of the child's adolescence, his old conflicts, repressed since the earliest years, are likely to reappear. Now his fight against his parental attachments is at its peak. If he is finally to achieve maturity, he must free himself of these dependencies. This is so difficult for him that he can do it only by overdoing it, by going to the other extreme. He becomes antagonistic and rebellious, intolerant of authority and compelled to reject every suggestion or bit of advice his parents may offer, however reasonable.

Help here depends first on the parents' ability to understand what is going on in their children and to give a certain amount of rein to the demand for autonomy. Only with this kind of cooperation can the child, enabled to gain strength through real experience, feel less driven to blind rebellion. But in addition to understanding, parents must also find new satisfactions within their own lives, in order to keep from interfering in their children's lives.

The task of family counseling comes close to the core of man's most persistent struggle—the struggle to reconcile his instinctual drives with the demands of his conscience and the culture in which he lives. The outcome of this struggle is most favorable when the child's earliest relationships within the family are deeply satisfying. Only through such satisfaction can hostility be diminished in the world today and mankind be freed to live and to love.

EDITOR'S NOTE: This paper is based upon the report made by the Child Study Association to the International Congress on Mental Health, held in London, August 11-21, 1948. See page 24 for Anna W. M. Wolf's report on the Congress. "Books and Children's Emotions," which appears on page 5, together with an analysis by Aline Auerbach, "Can Mental Hygiene Books Improve Mental Health?" (which will be published in our next issue) were also sent to the International Congress. Both papers were included in the Preparatory Commission Report on Public Education in Mental Health, at the National Conference of Social Work, Atlantic City, N. J.

THE PROBLEM OF JANE

(*Continued from page 10*)

fiance. She began to see that recognizing Jane's *right to feel angry* and hostile was not enough; that in some way she must help Jane to learn that she could *not act out* her aggressive impulses toward others. Mrs. T's first experience in controlling intolerable behavior came when, goaded by the grandmother's interference with the children, she quietly but firmly told her mother that she could not come to visit her anymore if she continued to act in this way. To Mrs. T's surprise, her mother spluttered only a moment, accepted the ultimatum, and was friendly and propitiating the next morning over the telephone. Awareness of something that was affecting her children adversely had thus brought Mrs. T to a new point of maturity in relation to her own mother. She was able to make this step because in the protecting relationship with the counselor, she had gradually become aware of the extent of her own childish dependence on her mother and her need to appease her. From this step, Mrs. T progressed to realizing that unconsciously she had substituted her child for her own mother, fearing to oppose Jane for fear of losing her love.

Shortly after this, the mother reported a scene in which Jane got into a temper over having her hair brushed—a usual situation of friction and intensity between mother and daughter—during which the child flung the hairbrush across the room. Without any doubt or conflict, Mrs. T stated quietly, "I won't let you do this and I don't think you want me to. You'll have to pick up the brush yourself." Jane muttered something to herself but picked up the brush with great alacrity and let her mother braid her hair without further protest. She seemed relieved that her mother's stand had stopped her from behaving in a way she herself did not like.

This seemed to represent an important step in the family's progress. Mrs. T began to gain more self-confidence, was less dependent on her mother and less influenced by the latter's constant undermining criticism. She recognized—as all people must in the process of growing up—that her mother would never be able to give her the complete love and understanding she had been seeking ever since her own early childhood. In giving up this struggle, she became freer to work out her positive relationship with Jane.

Jane's improvement in turn became quite marked. She began to take suggestions from her parents without argument; her quarrels with her brother diminished; she got more satisfaction being with her friends, and was accepted more completely by her group. As Jane's happiness increased, the anxieties of her parents diminished and they came to enjoy her for her own sake.

TWO YEARS LATER: The intensive contact with the counseling agency was terminated at this point, but Mrs. T reported back from time to time. Two years after the initial visit, Jane was given a second Rorschach test. She responded to the Rorschach material much more actively and normally, and revealed considerable growth and maturing. She still showed some withdrawal from the challenge of the outside world and some retreat to inner fantasy living as a result of experiences that had been too much for her. The record states: "Her withdrawal and conflicts bear some relation not only to rivalry of her brother but also to envy of him as a male figure," and ends with the following comment:

"By comparison with the Rorschach test given Jane two years and two months ago, she has made real progress in accepting her inner drives and her ability to relate to outside stimuli. She is less critical of herself although she still holds quite high standards, and she is beginning to accept at a level that is much closer to the surface her hostile and aggressive as well as her loving and outgoing feelings."

On the basis of this test report, both parents were again advised of the need to continue building up Jane's feeling of herself as an attractive girl, whose worth and whose gifts were recognized. In actual fact, the child has developed to such a point that this is not difficult. While Jane has not solved all her problems, she is functioning quite happily at home, at school and at camp, and is at present finding new satisfactions and sublimating her aggressive impulses into acceptable channels.

MARCH IN STEP
WITH THE MARCH OF DIMES

Polio treatment costs have increased with the cost of living

Polio patients reporting for care are more numerous than ever

Polio research both for prevention and cure looks really promising for the future.

BUT
All this means money—

SO
Give to the 1949 March of Dimes

National Foundation for Infantile Paralysis, Inc.
120 Broadway, N. Y.

Book Review

Psychotherapy in Child Guidance. *By Gordon Hamilton. Columbia University Press, 1947. 340 pp. $4.00.*

This book by a professor of case work at the New York School of Social Work is an enunciation of both the philosophy and practices of the Jewish Board of Guardians. It may well become "must" reading for every social worker and for psychotherapists as well.

Various types of behavior disorders in children are described together with the diagnostic and treatment processes involved. There is consideration in successive chapters of young children, the older child, the adolescent and the family as a whole. The chapter on the older (school age) child is perhaps of special interest because the literature and general understanding of this period have heretofore been limited. All are amply illustrated from case records and the part played by the worker in the child's rehabilitation stands out clearly.

The author and agency alike believe in the effectiveness of a continuous fusion of psychoanalytically oriented psychiatry and social case work; the book makes amply clear the reasons for this belief and indicates how such a fusion may take place and the conditions under which it may be adequately safeguarded and controlled.

Of further interest is the conviction that all social case work must be family oriented. Not the child alone but the functioning family unit is the object of concern. We therefore find continuous emphasis on the worker's relation not only to the child but also to the parents of the child in treatment.

The concluding chapter, "Preparation for Psychotherapy in Social Work," deals with the proper qualifications and training for those who would work in this field. With the demand for psychotherapy constantly increasing, with the resources of available agencies of all types stretched to the breaking point with long lists of clients waiting for help, this surely is a matter of the utmost concern.

ANNA W. M. WOLF

(Reprinted, with permission, from *Survey Mid-Monthly*, June, 1948.)

In response to many demands, reprints have been made of "Chills and Thrills in Radio, Movies and Comics," by Josette Frank, from our Spring 1948 issue. Copies obtainable from Child Study Association at 25 cents each.

News and Notes

Family Life

"Highlights of the National Conference on Family Life," an interesting pamphlet summing up the results of the Conference held in Washington last May, has just been issued. Held for the purpose of discovering specific means by which the American family may be strengthened, the Conference arrived at conclusions which are here summed up by Ernest G. Osborne. Copies of "Highlights" may be obtained at 15 cents each, or at 10 cents each for one hundred or more. Address National Conference on Family Life, 10 East 40th Street, New York 16, N. Y.

Clearing House for Researchers

A clearing house for research in child life has recently been established in the Children's Bureau in Washington, a unit of the Social Security Administration. It will provide a systematic way to keep professional people informed about research in progress. Without attempting to summarize the conclusions of projects, it will furnish accounts of their nature as reported by individuals or organizations. Address inquiries to Dr. Clara E. Councell, Director, Clearing House, Children's Bureau, Federal Security Agency, Washington 25, D. C.

Reading Problems

Reading needs at the elementary, secondary and college levels, and an evaluation of local and state reading programs will be part of the program of the Sixth Annual Reading Clinic Institute at Temple University, the week of January 31, 1949. The emphasis will be upon the semantic, or meaning approach, and upon reading needs in classroom situations. For further information write: The Reading Clinic Secretary, Temple University, Philadelphia 22, Pa.

"Adventure—That's Scouting"

The Boy Scouts of America will celebrate their thirty-ninth anniversary from February 6 to February 12, 1949. There will be Parents' Nights, Special Courts of Honor, Indoor and Outdoor Camp Fires, Cub Circuses, and other activities, and a special drive for membership. More than two million, two hundred thousand active members will observe this anniversary on the theme of "Adventure—That's Scouting."

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946

of CHILD STUDY, published 4 times a year, at New York, N. Y., for October 1, 1948.

State of New York }
County of New York } ss.

Before me, a Notary Public, in and for the State and County aforesaid, personally appeared Charlotte Williams, who, having been duly sworn according to law, deposes and says that she is the Business Manager of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semiweekly or triweekly newspaper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Acts of March 3, 1933, and July 2, 1946 (section 537, Postal Laws and Regulations), printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association of America, 132 East 74th Street, New York 21, N. Y.

Editor—Harriet Eager Davis, 132 East 74th Street, New York 21, N. Y.

Managing Editor—Charlotte Williams, 132 East 74th Street, New York 21, N. Y.

Business Manager—Charlotte Williams, 132 East 74th Street, New York 21, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 132 East 74th Street, New York 21, N. Y., Mrs. Mary Fisher Langmuir, President; Mrs. George Van Trump Burgess, Frank E. Karelsen, Jr., Mrs. Max Mason, Ernest G. Osborne, W. Carson Ryan, Mrs. Hugh Grant Straus, vice presidents; Beardsley Ruml, Treasurer.

3. That the known bondholders, mortgagees, and other security holders owning or holding one per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)—None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is ..... (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

CHARLOTTE WILLIAMS,
Business Manager.

Sworn to and subscribed before me this 1st day of October, 1948.

(Seal)

IRVING KAPLAN
Notary Public in the State of New York
Residing in New York County
New York County Clerk's No. 247, Reg. No. 169K9
Certificate filed in Kings County Clerk's No. 53, Reg. No. 167K9
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